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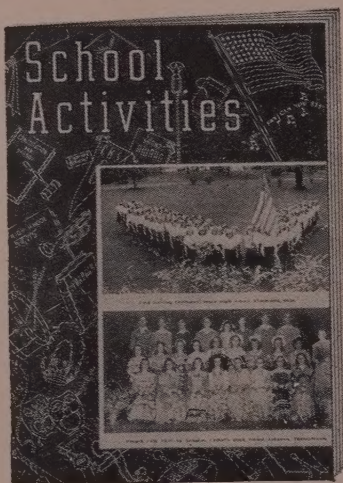


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VOLUME VII

No. 4

Debate in a Democracy

A Review by E. R. Nichols

There are two forms of debate in a democracy such as ours: the legislative form and the academic form.

Legislative debate is actual, real, and deadly serious; it settles measures or policies and puts plans into operation as laws of the land. Academic debate is theoretical, a practice affair or an educational or learning method. Both require research, information, and preparation. In that respect they are alike, as alike as two peas in the same pod.

To be a good legislative debater the representative or congressman needs practice and experience. The academic form furnishes this. In fact, it is the justification of academic debate. Both proceed by rule. Legislative debate is governed by the rules of legislative procedure. These are somewhat more general and free from restraint than those of academic debate. There is a third form of debate which has been popular in the past that is seldom employed now. That form is the platform debate. Examples are the Lincoln-Douglas debates. Debate before legislative committees rather than on the house floor are legislative debates as they deal with the formation of bills that are later debated on the legislative floor to determine their acceptability as laws.

Debates before committees seeking to frame bills are sometimes fiercely contested preliminaries to the real legislative debate.

It is the custom in legislative debates to have leaders who are in charge of the struggle on the floor to get bills passed or rejected. The

floor leaders plan the fight and arrange the speakers for and against. Usually they agree upon the amount of time needed for the discussion of the bill and upon the time for the issue to come to a vote. "Discussion" and "issue" here are terms with slightly variant meaning from those terms as used in academic debate. "Discussion" applies to the entire debate over a bill or to the entire time given for consideration of a bill before it is brought to a vote. "Issue" is the term applied to the actions involved in a bill proposed for passage. The speakers are proponents if for passage and opponents if against passage. A floor leader, then, is really a captain or director of proponents or opponents. The floor leader and the opposition leader, if the matter at issue is a party or political measure, often has the aid of a "party whip" when the vote on the "issue" is imminent. Legislators or congressmen who find they must be absent when a vote is to take place, often pair—one for and one against on an issue that is settled by majority vote. A pairing may, in the case of a two-thirds requirement for passage consist of three—two for and one against.

Legislative speakers are allowed a definite time for their speeches. It is possible to get a grant of extension, sometimes, when there is a limit on a legislative debate.

Another significant difference from academic debate is the right of other legislators to interfere, to ask questions and demand explanations. This is done by rising and asking if the gentleman speaking will "yield"

for a question. The term "Yield the floor" means to give up the right to speak to one asking a question or demanding an explanation or clarification temporarily. Sometimes it is used to give the floor to a colleague who can answer a question better or who is a recognized authority on a particular phase of the question at issue. Legislative debate has a freedom of question and answer practices not often found in academic debate. The speaker can shut off questioning obstruction or heckling by refusing to "yield."

The questioning possibilities play havoc with time schedules set for debate or discussion of an issue and insure much more liberty with schedules of time for a legislative debate. Academic debate must stay by its time schedule rather rigidly, unless it is an imitation of Congressional debate, which occurs in one type of academic debate. In other academic debates the speaker is free from interruption or any such heckling process. This is not true of platform debate — at least the stump speaking version of it, which can become and often does become a free for all, or a paradise for hecklers.

In academic debate there is much more formality, assured possession of the platform for a definite time, protection from interruption, a limited number of colleagues and opponents, a chairman who introduces all speakers, and a board of judges, or a single critic judge. In legislative debate there is no judge — the legislators themselves as a body are the judges and decide in the way in

which they vote on the "issue." The Speaker of the House does in a way act as a chairman for legislative debate.

In academic debate, since it is theoretical, the decision is based upon the effectiveness and convincingness of the argument or debating, whether there is a board of judges, a single judge, or a critic judge. The decision in legislative debate is on the issue or measure at stake, not on the merits of the debating. Here there is a very essential difference, which many persons cannot understand. For instance, I have heard judges of academic debate say—"Well, young man, you spoke well indeed, but you couldn't really hope to win on that side of the question." This type of judge infuriates the academic debater because he is prejudiced and refuses to judge the debate upon the proper basis for an academic exercise. An obstinate judge such as this is voting on the "issue" and not on the merits of the debating. He can see only the merits of the question. He is what we call an insufferable partisan.

The Critic Judge, first used about 1920, has been one of the high lights for educational purposes, invented to accompany debate. It is the duty of the Critic judge to analyze and criticize the debate from both the argumentative and the technical points of view. The position requires a debate coach to be adequately handled or some person who has debated and is familiar with all the aspects of academic debate. A good criticism means a great deal to the debater who is learning to debate, and who needs some outside help. A good critic judge can teach the debater many things about debate during the course of his analysis and criticism that would take the debater a long time to learn from experience. A loss of the decision carries some sense of satisfaction when the debater is told why and how he failed to win. He is not likely to make the same mistakes again. Of course if the judge is not competent and gives the debater a defeat because of tactics his coach has taught him to use, then the debater becomes aware of disagreements over what constitutes good debating. He should then make inquiries rather widely in order to ascertain which is wrong—the tactics or the judge. Sometimes it is the judge unfortunately. Sometimes the debater is us-

ing methods that are incorrect and questionable. When he finds this out he should change.

A good critic judge shows the debaters where their refutation and rebuttal fails to click. He shows them where they have chosen unsound or questionable evidence. He indicates when they have failed in logic; when their tactics are poor and questionable. He picks out the weak spots in their line of reasoning or the progression of their case. He also criticizes their delivery and their convincingness; their use of persuasion instead of convincingness. Some judges are very shrewd about techniques such as burden of proof, the use of personality and persuasive tactics instead of convincing evidence. A good judge detects misrepresentation and insincerity. If he is really good, bluff does not fool him. One time I remember having asked a debater if he meant a certain thing. He immediately said, "yes, that was what he meant." He had been ambiguous and was anxious to agree with me in order to win. That was apparent to me and also to his opponents. On my way to turn in the ballot I met the opponents coming out for their next round. They stopped me and said frankly that they were going to protest my decision, because of the question I had asked. I replied, "I am very sorry, gentlemen, you do not want the decision." I shall never forget the crestfallen look they gave me. They had been so sure that I had decided against them. "You mean that you decided for us?" "Yes." "But we thought—" "Don't be so sure that your judge doesn't know when he is being lied to after this. Put a little faith in the integrity of the judge." They went on assuring me that they had learned a lesson. That they would not attempt to read the judge's mind and judge him before they knew his decision.

A good critic judge is on the lookout for dishonest tactics, misrepresentation of opponents, twisting of arguments, implications that quotations mean things that they do not mean, or part quotations, which if followed out, mean the opposite. Such tactics are not always readily discernible, especially when the judge is not familiar with the literature of the subject. That is one of the reasons why debate coaches usually make the best judges. They are quick to detect tricks to win, and

to punish dishonest tactics. Once at a tournament held at our college, an old man came in to the tournament. He inquired if we could use him and told me what section of the country he had judged in and at what big tournaments. I saw immediately that he knew debate, for he had judged in a section where debating was strong and efficient. He came back after his first assignment in our tournament and told me, "I was sorry I had to interrupt that debate. One of those teams is tricky and misrepresents. I had to warn them." He had picked a team that was notorious for such tactics. The same team had been warned by a young lawyer at a previous tournament for unfair tactics.

There are teams which, immediately they discover they have been assigned a judge unfamiliar with debate (and there are innumerable ways in which such judges betray that they are novices and do not know) take advantage of the situation. They lie, misrepresent, twist arguments and cheat in subtle ways in order to get the decision. Once I remember when one of my best teams (by that I mean one of the best I ever coached) was made a victim in an important tournament because they had an incompetent judge unfamiliar with debate procedure. They met this team in the finals of the tournament before seven judges on the opposite side of the question. The decision was unanimous for my boys. They won the favor of the audience as the debate proceeded and before it was over even the Chairman, a young high school debater, was urging them on to victory in whispers we could hear out in the audience. Such retribution does not always catch up with an unscrupulous team, but in this case it was overwhelming. The point we are trying to emphasize is: that honesty is the best policy, that contest ethics are eminently worthwhile.

There is another objectionable method in debate: That is blurring the line between convincingness and persuasion. The former is the honest end of argument and debate. Convince if you can; beware of persuasion, it is the end of Oratory—and Oratory is not debate. Persuasive speakers sometimes obliterate distinctions in order to win and are not as careful of facts as of persuasive personality. You hear some debaters

boasted about as having never lost a decision. There is something not quite right about this—it is usually the indication of a persuasive personality. It is sometimes difficult for judges to turn their backs on smooth, persuasive delivery, and listen to truth not so skilfully expressed. Convincingness is a demonstration of truth—an arrival at a conclusion through evidence and proof. It is the only rightful goal of debate and argumentation.

Another most interesting accompaniment of debate is the open forum. A forum is a discussion after the debate in which members of the audience may join. It gives them the privilege of asking questions, enlarging upon arguments and evidence, and opportunities to state opinions and convictions. A forum can be an extremely enjoyable occasion if led by a skilful chairman and not allowed to degenerate into a speech brawl. A good academic debate often times sets the pace for an excellent forum. Often arguments overlooked are brought out and enlarged upon, and the audience goes away feeling much better informed because of the general discussion following the debate. The debaters will be advocating a cause or side—adults are more likely to approach the issues more judicially. This remark applies especially to academic debate where youth dominates the platform and adults take over the forum.

The forum is provocative of maturer and more judicial turns of opinion. A good forum encourages tolerance and tempers harsh decisions. Open forums are sometimes hard to stir into action. The human tendency is to say nothing. Once the ice is broken and someone does venture a comment, it usually starts others into action, and then the problem is to get the affair stopped before any tempers are lost because of rash and intolerant participants. Such speakers are always the risk a forum has to run. Fortunately most forum participants are moderate and reasonable and turn the entire affair into such channels.

English academic debate is positively shaped and aimed at forum discussion. It is one of the reasons for their statement of the resolution which takes the form: This House approves conscription of 18 year olds in time of war. This House means not only the debaters but the par-

ticipants in the forum after the debate and those who listen and vote when the last speaker has had his say. Those for the resolution pass out one door and those against pass out by a door on the opposite side. Tellers at each door make the count. If there is only one entrance and exit door, the individuals vote affirmative or negative with the tellers as they pass.

At one time three speakers on each team was normal in the United States, and was the usual custom in debate. The Literary Societies developed two speaker teams. When the tournament arrived the two speaker team fitted best into the one hour debate that the tournament plan needed for its rounds. The tournament succeeded the leagues and the triangular and one night stand type of debating. It was less expensive to attend a tournament and debate many times in rounds. A team received more training or exercise in debating for less money expended per debate. Another very obvious reason came in with the tournament. The enjoyment of a large group was increased by the presence of so many teams, so many persons all enthusiastic over the same thing. A tournament is a gigantic intercollegiate social affair. Sometimes there is an evening devoted to a dance or to a theater program—and then there is the Awards Dinner, which usually is a delightful affair. When off duty tournament participants hold a talkfest and visit. They even form little clicks composed of students from two to three or five colleges. The friendships evolved from these intercollegiate affairs are very close, and last a long time. One of the best products of an intercollegiate tournament devoted to debate and speech events is good will and friendly rivalry. Suspicion and ill-will melt away like snow in a warm sun. The only danger of tournaments is getting them too big and unwieldy or in trying to attend too many of them. The forensic budget manages usually to hold the tournaments down in size. It is a much more potent force for limitation than distance. The chief objections that have been raised against tournaments are that they are too strenuous, too crowded with events and rounds.

Judging will always be a problem in a tournament meet. Some students can never accept the idea that

the coaches wish them well if they are from rival colleges or high schools. Then, when some enterprising tournament host corrals a large number of judges and renders the necessity of using coaches much less extreme than usual, the students find out that the percentage of incompetent judging rises. That doesn't please either, and the coaches are brought back to judge again with a real enthusiastic welcome. Next to the coaches, former debaters are the best judges. Following the debaters the lawyers are the favorites as their profession conditions them to argumentative procedures.

One of the unusual compensations much appreciated by the average debater is the opportunity of travel. Many teams do inter-regional or inter-sectional debating and find the travel and the new contacts delightful experiences. The National Honor Societies and their Conventions inspire a great deal of the travel experiences besides conferring honors achieved by their members in actual debate and speaking experiences.

From this account of the meaning of debate and kindred speaking experiences in a democratic country, we may conclude two important things: educationally the speech activities of debate and contest speech activities are practically, efficiently, and wisely organized. From the point of view of democratic citizenship they are ably and most usefully planned and carried forward. No other country has such an able and significant system.

Wabash College, Crawfordsville, Indiana, entertains the high school oratorical contest for Indiana March 1st, '52.

Look Out Ahead, Pacific Coast! Washington State's Debate Coach, W. H. Veatch, reports the best freshman debate group he has ever had in all his many years of debate coaching experience.

By the end of October this debate season approximately 75 Indiana high schools joined the Forensic Association for this year's competition. The Indiana finals this year will be invitationals and speech festivals at North Side H. S., Ft. Wayne, Hammond, LaPorte, Columbia City, Bosse H. S., Evansville, Central H. S. So. Bend, Elwood, Salem, Howe Military School, and St. Joseph Valley School.

The Popular Concept of Discussion

By Alice Donaldson

THE purpose of this paper is to describe existing techniques of group discussion, not to present text-book theories on the subject. Interviews with people in the St. Louis Community area were the source of material. These persons represent various professional groups and are not specialists in discussion. Their opinions have been arranged under four major points: the value of group discussion, the qualifications of the leader, the techniques of discussion, and the qualifications of the participants.

First, what is the value of group discussion as it is seen by St. Louis laymen? A YMCA secretary said that it was a good device to obtain expressions of opinion. A school superintendent and a Rotarian agreed on the worth but insisted that to be important it should have a "more definite purpose than the unburdening of the soul." A radio announcer labeled it as a good educational device. A dentist, however, considered it superficial when it sought to inform. He insisted that all discussions were propaganda missions in which the best speaker converted people to his beliefs. He felt that the value rested only in the ability to stimulate thought. A minister said that discussion was a necessary part of democracy. He believed that it existed as a protest against autocracy since it allowed all to have a part and that its only purpose was to develop leaders who could and would make decisions for the masses. A high school principal was concerned with the role of the participants. He recognized value because the group emerges with a variety of ideas. The St. Louis people who were interviewed agreed that discussion is worthwhile, but they varied in their ideas of its usefulness from the obtaining of expressions of opinion and the stimulating of thought to the development of leaders and the spreading of ideas.

Opinions concerning the qualifications of the leader were equally varied. What do the St. Louis discussion laymen expect of the leader? The doctor listed six qualifications: a good memory, knowledge of the sub-

ject, ability to summarize, talent to propose questions, competence to prevent quibbling on small points, and possession of an outline. The importer felt that the chief obligation is a guarantee of an atmosphere where people feel free to talk. A school superintendent placed at the top of his list of qualifications the ability "to squelch people who need squelching." A YMCA secretary insisted that the success of the meeting depends upon the leader's knowing how to get people to participate. According to the high school principal the most important requisite is a sense of humor. He added that the leader is never to inject his own opinions into the meeting although he may seek to elicit these opinions by means of questions. A dentist suggested that a person should take time to practice the discussion with two or three friends before leading a larger gathering. A school superintendent emphasized that the leader should know the members of the panel. Agreeing with this point, the radio announcer added that he would advise meeting with a panel not more than five minutes preceding the program. The announcer also felt that the leader should have a general knowledge of the subject, but that he need not be an expert. A doctor maintained that ability to lead required a great deal of personal salesmanship. While these comments deal with diverse topics such as personality, knowledge, and preparation, the conclusion is that the leader must be intelligent, skillful, and conscientious.

Having set up initial qualifications, the discussion laymen proceeded to identify specific techniques useful to the leader. How does the leader determine the organization, open the discussion, deal with members, and close the meeting? For each of these points the St. Louisians had definite suggestions. For a large discussion group, the YMCA secretary suggested the Phillips 66 plan, which divides the audience into sections of six who discuss the question for six minutes and then report to the assemblage. The secretary said that fifteen was the best number for a round-table-

type discussion. The head of the parent-teachers organization also placed fifteen as a maximum number. The importer pointed out that only in small groups is there thorough and free discussion of controversial questions. The radio announcer suggested the use of a panel if the purpose of the meeting is to spread information. The exact organization depends upon the size and purpose of the group.

The St. Louisians named many ways to open the discussion. The Rotarian suggested such devices as panels, lectures, slides, movies, debates, or symposia. The radio announcer said that the leader might single out certain members of the group and ask for their comments or that he might ask all of the participants to give their opinions in two-or-three-minute speeches. A doctor expressed a preference for the leader's beginning with a biased statement which would provoke sufficient anger to arouse comment. A school principal said to stimulate conversation by beginning with a rhetorical question and then to work toward the actual one. A head of a parent-teachers organization believed that listing points on the blackboard and asking the group to rate them in order of importance would get the people talking without any formal introduction. A YMCA secretary stated that he had had excellent results with ice-breaking devices which need not be related to the subject. For example, have the audience clap rhythmically or take part in singing stunts. He believed that the ice-breakers, which left the audience relaxed and friendly, made the people more willing to cooperate with the leader and more free to express their ideas. A doctor pointed out that any advance social activity, such as a luncheon or the telling of a few good stories, allows discussion to proceed on a more relaxed basis. A Hi-Y leader liked the use of skits pertaining to the subject. The preparation as well as the presentation would be a stimulus to thought. He suggested that someone could ring a bell whenever a significant point is emphasized. If the leader has capable people, he may capitalize on the surprise ele-

ment. The school superintendent believed that to catch persons slightly off guard often results in a fresh, stimulating interchange of thoughts. The suggestions offered for opening the discussion give the leader a wide choice of methods which aim to establish a friendly feeling in the group, to increase interest, and to encourage the members to express their opinions.

When the discussion is in progress, the leader must know how to deal with people in order to obtain the maximum contribution from them. The school principal defined "yes-but-ers" as "people who resist all change by sidetracking from the issue." He suggested that they be reminded of the purpose of the discussion. The head of the parent-teacher organization discussed members who would monopolize the meeting. He suggested that in a large group the leader can often ignore these persons. The situation may be avoided, however, by reminding everyone at the beginning that all are to contribute. The radio announcer said that after the leader has asked that the speeches be limited to two or three minutes, he has the right to "hold a watch" on the "talkers." A reminder came from the doctor that the person who monopolizes may be truly interested. If he is, he should be thanked and tactfully reminded that not everyone has spoken. Then the leader should ask for confirmation or disagreement with the statements just presented. The advice of the school superintendent dealt with the individual who is in love with his voice and is not really concerned with the subject matter. Here, the advice was to be rude if necessary in order to let others have an opportunity to speak. The quiet, non-talkative person interested the radio announcer who suggested asking for an opinion or appealing to vanity by saying, "You are an authority . . ." When the conversation lags, the announcer said that the leader should select a point and with a question challenge another member of the group—"set up the opposition with proponents." The announcer also gave a list of stock phrases which might be useful in furthering the discussion. These phrases were: "That is interesting, but . . .," "you have a comment," "that is getting into another point," and "well-spoken." To keep the dis-

cussion moving toward a definite goal, the head of the parent-teachers organization liked the use of the phrase "How far have we gone?" The leader, by knowing how to deal with people and by being armed with helpful stock phrases, does determine the progress of the meeting.

In formally closing the discussion, the moderator controls the over-all length. The Hi-Y leader said that the time was relative to the objective. The doctor felt that no more than fifteen or twenty minutes should be spent on any one point. The Rotarian thought that thirty minutes was sufficient time for a discussion. He warned against exhausting the audience. An importer gave forty-five minutes to an hour as the time for formal discussion with the talk often continuing in small, informal groups. A minister insisted that a wise leader was necessary for the final summary to keep the end from being a stalemate. The head of the parent-teachers organization suggested that a recording secretary was helpful. The length of the meeting is not to exceed the interest of the people participating.

What do St. Louisians consider as qualifications for participating in a discussion? The doctor said that the preparation should include at least a crystallization of one's opinions. The minister was more outspoken in his belief. He insisted that "if the discussion is to be anything more than an exercise in mental hygiene, the members of the group must be people who have knowledge on the subject." He continued:

"To call a meeting and let everyone have his five cents worth will result in many nickels but most of them will be plugged. Even with well-informed people, a discussion thrashes a great deal of straw for just a little wheat. A multitude of counselors does not beget great wisdom unless those counselors are wise. 50x0 results in 0."

The radio announcer said that besides knowledge the people should be willing to talk and be full of enthusiasm. The head of the parent-teachers organization believed that the discussions should be announced in advance and definite research and preparation should be expected. Although he suggested the use of a resource person to give information

and answer questions, he insisted that there was no substitute for knowledge. He also pointed out that the participants should be familiar with the methodology of discussion. The program of his particular parent-teachers group this year was a series of lecture-discussions. To provide for preparation, each member had a copy of the program for the year. To become familiar with methodology, an early meeting led by Dr. Earnest Brandenburg of Washington University was a demonstration of discussion techniques. The dentist told of another discussion program where advance preparation is a necessity. The University of Illinois, College of Dentistry, sponsors a telephone extension course where a series of round-table symposia and discussions are transmitted by telephone to groups all over the country. Each dentist who participates is given a manual containing an abbreviated summary of the talks, illustrations, color plates, and supplementary charts; thus, not only can the dentist follow the program as though he were actually present, but also he has material to which he can refer. In the St. Louis area, the dentists meet in advance of the program, and members of their own group present results of research which is not to be brought out in the telephone extension discussion.

Conclusions

1. Group discussion is valuable for specific purposes which range from a survey of opinions and the encouragement of thought to the training of leaders and the propagandizing of ideas.

2. The leader of the discussion is all important; he must be intelligent, skillful, and conscientious.

3. Specific techniques aid the leader. The best organization of the group depends upon size and purpose. In opening the discussion, the leader seeks to establish a friendly feeling, to increase interest, and to encourage members to talk. The leader knows how to deal firmly with the "yes-but-ers," the monopolizers, and the non-talkers. He gives an accurate summary of events before the length of the meeting has exceeded the interest.

4. The members of the discussion need a knowledge of both subject matter and methodology.

Defeating the Cost and Correspondence Problems

James J. Murphy

Saint Mary's College, California

Every debate coach or forensic director must at one time or another have faced the frustrating problem of having an eager squad of students, a list of nearby schools who might like to compete with the squad—and the realization that he would spend the rest of his days just writing letters if he were to try to arrange debates or other events with all those schools.

As a result, many coaches have passed the correspondence job on to the student managers. Others—lucky enough to have a secretary—pass the job on to her. Neither of these expedients, however, solves the problem; these managers merely offer a method of coping with the problem without eradicating it.

One method of eradicating the problem is the tournament, which passes the entire scheduling and arranging task on to the shoulders of the hardy souls who invite 40 or 50 schools to swarm over their campus for a weekend. While this solution has its merits, it also has some disadvantages—among them being the almost unbearable strain placed upon the hosts, the difficulty of obtaining competent judges, the transportation costs for distant schools, and so forth. Certainly the cost of transporting a small forensic army to a major tournament often cripples an otherwise healthy budget.

The colleges and universities in the San Francisco Bay Area have long recognized these general problems, but it was not until this school year (1950-51) that any overall solution was attempted.

Within 60 miles of San Francisco there are 11 colleges and universities which compete actively in some kind of forensic work. Tau Kappa Alpha, Pi Kappa Delta, Delta Sigma Rho, Western Speech Association, and the Pacific Forensic League are all represented in the area. Another six to eight colleges are in the area, but do not now compete. More than two million people reside in the area, mainly centering around the cities of Oakland and San Francisco. Three television stations, all three major radio networks, and a score

of smaller stations service the various communities.

Until this year, the local schools had no coordinated forensic program on the intercollegiate level. The difficulties attendant upon individual exchange debates, for instance, was very much evident; one student debate manager estimated that it took him an average of six letters or telephone calls to arrange one debate event. Since each single event required several exchanges of correspondence or phone messages, each school in the area had only limited opportunity to arrange an active schedule.¹

The answer to this problem was found in an informal organization of forensic directors, which has come to be known as the Northern California Forensic Association.

Last October 6 the University of California invited a group of debate squads to the Berkeley campus for a session on the national discussion question. About six local schools responded, and it was decided to make the discussion event a monthly affair, rotating to a different Bay Area school each month. Saint Mary's College volunteered to take the second meeting. At this November discussion gathering, Wilbur Luick of San Jose State and Michael Griffin of San Francisco City College accompanied their students. The idea of the NCFA was born that evening: Luick suggested that a specific invitation be sent to all forensic directors in the area to attend the next monthly meeting of the discussion series (which by this time had acquired the name of Bay Area Roundtable).

The December meeting of the Roundtable drew about 40 students from 11 colleges to the University of San Francisco. The coaches withdrew to a separate meeting room after getting the student discussion started. Those present were:

Luick, Griffin, Richard B. Wilson of the University of California; Joseph Wagner of Stanford; James J. Murphy of Saint Mary's; Wayne Britton of San Francisco State; Ed-

ward Burke, S. J., of University of San Francisco; Edward Betz of College of Pacific; and James Scott of Marin College. John Fannuccchi of Stockton College and Rev. Raymond Copland, S. J., of University of Santa Clara sent representatives to the coaches' meeting.

All present agreed that no formal organization was to be formed; no officers were chosen; in fact, the idea of "forming an organization" was little discussed. It was simply a meeting of directors with some common problems and a common desire to facilitate competition for their students. Wilson of California was named as temporary acting secretary to collect suggestions and ideas from other coaches.

Since that December meeting at U. S. F., each session of the Bay Area Roundtable has been accompanied by a meeting of from six to ten of the coaches. All meetings are informal.

Three major activities have been made possible by the NCFA so far:

1. Bay Area Roundtable. Eight meetings have been held, each at a different college: California (2), Saint Mary's, U. S. F., San Jose State, Stanford (2), and Santa Clara. The first three discussions were held with students seated around one large table, but as attendance grew larger, the succeeding meetings found the students divided into four separate panels to give each student a better chance to speak. Each host school selected some phase of the national discussion question and assigned a sub-topic of that phase to each invited school for particular study.

Stanford held the final meeting, which was devoted to an all-day Student Congress handling bills and resolutions on matters discussed in previous Roundtable events. Each NCFA school sent two senators and six representatives; bills were submitted and sent to committees on Health, Education, Labor, Social Security, or Agriculture.

2. Debate Round Robin. Wilson of California drew up a round-robin debate schedule for the Spring Semester including eleven colleges; each school sent Wilson their preferences for days of the week, times,

(1) St. Mary's, for instance, with a spring schedule of 22 events, would have been swamped by letter writing tasks alone, if this had continued. Other schools must have suffered accordingly.

etc., for the debates, and the schedule was drawn up from those replies. Three schools—Marin, Stockton, and C. O. P.—withdrew from the schedule for one reason or another, but the remaining eight colleges continued the series. Debates were all non-decision; all were scheduled for 7:30 p. m. to avoid clashes with classroom hours for students; the schedule specified the time and place of the debate, leaving only choice of sides to further negotiation. The national debate topic was one of three questions used in the round-robin; the other two were: "Resolved, that the libeling of racial and religious groups be made a legal offense"; and "Resolved, that the Federal government should guarantee a four-year college education for all intellectually superior high school graduates."

3. Radio discussion series. Murphy of Saint Mary's was named to contact San Francisco radio stations concerning a possible program. Of the major stations, KCBS offered a half-hour on Saturdays at 3:00 p. m., and the offer was accepted. The series began on March 24 and ran through May 12. One student from each of four colleges participated each week, with a coach from a fifth school as moderator; hence all five speakers were different each week. Ten colleges participated in the eight-week series, which the station named "University Platform." Bill Dorais of KCBS worked closely with the NCA group, greatly facilitating the orientation of the students and moderators, who were fresh each week. A variety of topics was used, including "Are college athletics good or bad?" and "Is a small college better than a large college?" Fraternities, teen-age dope peddlers, and the President's Loyalty Order were also treated.

What conclusions can be drawn from NCA activities so far? Several ideas emerge:

1. Any area can organize its forensic resources on an informal basis. No formal league need be created.
2. Rigidity is undesirable. Flexibility, particularly in a weekly radio series or a debate round-robin, will assure smooth operation and give the maximum number of students an opportunity to participate.
3. Forensics as a whole is bene-

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From a Common Street Window

THE NORFOLK DEBATERS

By Howard P. Bozarth

UP to the present time, I have spent little of my life inside prison walls. Like most of my fellow citizens I have no pressing desire to dwell within such precincts. But, also, like most of my fellows, I have a real interest in knowing something of what goes on within the penal barriers which separate the prisoner from the rest of the world. And on a few occasions I have been permitted to have an inside glimpse.

One of these occasions came recently when, with a considerable company of other invited guests, I attended a debate in the assembly hall of the NORFOLK PRISON COLONY. The Colony team was matched against the debating team of Harvard University on the subject of Free Trade versus Tariff. The fact that the Prison Colony team won the decision of the judges indicates that not all wisdom or ability is to be found on the outside of the much-shunned walls. On the whole the debate was itself a rewarding educational experience. It was conducted in a dignified manner, by an inmate, who might have been a college professor, or honored member of some other learned profession. I think, had I been a judge, my decision would have accorded with the verdict rendered. The logic, or argument, of each side was, I thought, about evenly matched. The speakers for the Prison Colony were more experienced in public address, and on the whole deserved, I think, a bit higher rating than their opponents. There was some unnecessary play for favor of the audience, in asides, which would not have helped the inmate team in a regular interscholastic contest, but it did help to make the occasion more enjoyable, which was what they sought to do.

But on the whole, the debaters knuckled down in dead earnest to their jobs, and I came away feeling the educational value was considerable. But, of course, what gave the occasion its special appeal to most of us who were guests was the fact that we were part of an audience which was almost entirely comprised of prison inmates. The guests had the unique (for them) exper-

ience of entering the inside precincts of the prison, going through the "trap" corridors just as contingents of prisoners are passed along, in the routine of everyday living, there. Many young people were among the guests and each one must have given some thought to the fact that the liberty we take as commonplace is, after all, no small boon. None would choose to be forced to accommodate himself to such measures as the inmate must accept as part of the price he must pay for violating the laws of civilized society.

But what everyone feels, who shares such an experience as we who were guests of the Prison, is that after all the majority of the inmates are the same kind of human beings one encounters day by day in the normal scenes of life. Those who represented the Colony on the debating team were, indeed, superior personalities in obvious ways. One couldn't but wonder what strange accident of fate caught them and led to the penal fate they suffered. I suppose what every one of us thought, as we sat there that evening was, "Why these people don't look like criminals". And, when we looked at the men in the seats of the auditorium, back of us, there was much the same impression.

The fact is, I suppose, that no one can really say what criminals do look like. There were better faces in that audience of convicts than many of ours who were guests, of that I am sure. And probably none of us could have done so well in debate as was done for our pleasure.

Another thing impressed me. These prisoners were, from one point of view, enjoying a perfectly normal, not to say, a highly pleasurable evening in the auditorium. There was some capital entertainment during the intermission. Yet the fact remained that they were there; they were not free men; they had forfeited their citizenship; and they were isolated from the society they would give the world to return to. And that, in the long run is what makes a prison a prison, and reminds us that crime does not pay.

Department of Oratory

A NATION'S PROMISE

By Frank Dale,

Santa Rosa (Calif.) High School
First Place, Nationals

SOFTLY, night fell over the grave of the unknown soldier, and suddenly a strange thing happened. Three figures from out of nowhere appeared and silently read the carved inscription, "A nation's promise, that he who lies here shall not have died in vain."

The first that stood with Washington: "We thought ours was a war to make men free," he said, "I fought for the people's rights, to do what they pleased with their government and with themselves."

The next to speak from the gloomy shadows that hung about the grave was dressed in a uniform of faded blue. "I marched with Grant, a great man. I fought not foreigners or strangers, but my enemy was my countryman—my brother. Although Washington's men and I fought for somewhat the same principles, they fought for a hope — a dream, and I for reality. My ideals and way of life were down in hard black and white, in a legal and gloriously written document—the Constitution.

But through my sleep I hear the voices of men crying out blindly against the Constitution that forces them to live and work with Jews and Negroes. Men bickering, condoning inflation and political corruption, and allowing men indolently to bring another war upon themselves.

With a sinking heart I hear these men say these things; and as I look down to this mound of good earth, my heart sinks deeper for I realize that men are not yet free. They wear the shackles of bigotry and they have broken faith with me. So I wonder how long they will keep faith with Him?"

And then the man was gone and in his place stood another, dressed in the drab khaki of 1918.

"Over there in France with Persh-

ing, we thought the machine guns, gas, shrapnel, and bombs that were being used on us were about the worst things humanity could ever dream up. When my time came, I watched my life's blood ebbing out of me with a consolation that there would be no more war, no more youthful lives snuffed out, no more mothers weeping and waiting at home. And then how happy I was when they carved the inscription above my grave: 'A nation's promise, that he who lies here shall not have died in vain.'

I believed my peaceful rest passed o'er too soon, for the men of the earth decided that there should be a World War II entering into five blood-soaked years. My country paid the price of \$300,000,000,000, of 260,000 American lives, and the backwash of hundreds of thousands, wounded and maimed for life. Having paid this price, my country vowed to assume her rightful place as leader in world affairs and to maintain this precious peace that finally came. For this was her golden hour, her time for greatness."

As the unknown voices from the past fade away, let us listen to a youth of today. He asks you, "Must I die on the battlefield of World War III? Must I look on some of our leaders as those who are willing to give my life for their country. I find myself one of those powerless, politically eminent young men, who throughout history have been forced to sit back in silence while their country's politicians provide the occasion on which they might give their lives in vain. I want to understand, so I ask, 'what do you want me to learn for my future? Is it a rationalization for dropping a bomb? Is it an ethical principle for killing a man? Is my future to be left in a world where force reigns as a supreme design of our lives?' I am told by 1953 we will be ready to fight an all-out war from the production line. Now, I must put my trust in men who know better than I, of the dangers that are ahead. And if the American people believe that preparedness will prevent war, then I, the youthful citizen, cast my vote for complete preparedness; but I do not want America to give up

the most powerful of all weapons—that of the idea and trade it for that which is unbecoming to us — the medium of force. Have we no leaders today who know the power of ideas? Where are Jefferson, Tom Paine, Franklin, and Emerson? Does the American voter fail to find them or do we fail to produce them? Without the power of ideas, we can blow out the light and fight in the dark. For when the voice of reason is silent the rattle of machine guns begins. If you and I in America are apathetic toward the cause of liberty, of justice, America is lost. For without us, democracy has no Christian soldiers.

We tell the world about the great American voter, the responsibility that he feels toward his great heritage, and then the world learns that in the last presidential election less than 50 per cent of the qualified voters actually voted. All the world has seen democracy wither before. There was Germany, Italy, Spain, Argentina, they all followed the formula—apathetic citizens plus difficult problems equal dictatorship, a cruel formula, a formula of force that has taken its toll in blood and freedom.

As ethical people, it's our duty to realize our vote. One vote is important. One vote brought Texas and California into the union; one vote made Rutherford Hayes president; one vote carried Louisiana and caused the eighteenth amendment to be ratified. As Christian soldiers, we must realize our responsibility to vote wisely. You've all heard, "I don't care how you vote, but vote." But I care how you vote. It's our responsibility to vote wisely and to perpetuate the heritage of our American freedom which inspired our nation's founding, which motivated every progress and which is the only convenient beacon which will guide us to a better world tomorrow. If there is a better world to be made we must make it, for there is destiny only in a sense that we are masters of it and can shape it. Let us shape our destiny. Let us see that the men of our government live and practice the ideals of our Constitution, that they adopt an attitude of vitality and constructiveness, that they work toward interna-

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ED. NOTE—The above oration won the National Convention Oratorical Contest of the National Forensic League held at Pepperdine College, Los Angeles, California, June 29, 1951. (1) Whately, Richard—Elements of Rhetoric, 7th ed Pp. 88.

Division of Discussion

By Charles Masten*

Director of Forensics

Kansas State Teachers College
Emporia, Kansas

An examination of discussion as an intercollegiate forensic event leads to the discovery that in the contest situation, discussion is currently falling far short of its aims.

The most serious criticism is that too many participants are giving only lip service to the goals and ideals of discussion. We have failed to replace competition with cooperation. Even in contests where neither places nor ranks are given, but a grading such as "superior" to "poor" on the component parts of each individual's contribution, veiled cut-throat competition is still the reigning spirit, personal achievement still the end.

The contests fail to accomplish the real end of discussion, group acceptance of the best solution. In the solution finding, examining, and adopting stages, a real breakdown occurs. What happens in the final meeting usually has little relation to what has gone before. The contestants arrive with plans pre-conceived, and the hidden advocacy that occurs makes a travesty of the form.

In addition to this general criticism, specific faults in our current practice may be found:

1. In 1949-50 and preceding years we have failed to have a question appropriate to the contest time provided. We try to jam into three or even two "rounds" a problem that could profitably be employed by a Discussion class for a semester, and by a legislative committee for a month. Consequently we could accomplish nothing as far as meaningful solutions are concerned from this cause alone. Either the group arrives at some generality such as "Communism should be stopped short of war if possible," or there is seeming agreement on a diplomatically gullet-jammed proposal. In the last event which I judged the chairman organized the question in-



WAYNE N. THOMPSON
Editor, Division of Discussion

to seven phases. There were eight in the group, which fact allowed each individual a counted average of less than two participations for each issue. With the grossly divergent views of the various group members, the resulting solution could only be specious.

2. We discuss and rediscuss the same problem. In some sections of the United States the national question is the only one discussed for the whole year. In practice, this works to the detriment of discussion. Instead of fruitful pooling of ideas and growth in understanding, in contest after contest, the participants go through the same motions, divide on the same issues, and advance the same arguments and material, somewhat varied by use of the latest news-magazine recap of bearing current events.

3. Contest discussion is failing to demand or receive from the average contestant the rigorous research, preparation, or analytical thinking it should require. In these phases it currently ranks further below debate than we may care to admit.

4. Sophistical coaching or participation is paying off in higher rankings and "winners." Any contestant of above average intelligence and

speaking ability (certainly the majority at forensic contests) can put himself in the top brackets by tongue-in-cheek observance of such rules as these: "1. Cooperate until it hurts. Always start your contribution with 'I agree, but —'. 'That's true if we also consider—' etc. "2. Be alert to synthesize and compromise differences—the more trivial, the easier to succeed. "3. Have a handful of facts, statistics, and quotations and get two into each round. The clever person with five facts and three quotes copied from his colleague the night before in the hotel room can impress the judge as having done profound research, four times out of five. "4. Appear to have your mind changed at least once, giving full credit. 'That's a valid criticism, so let's change—'. "5. Don't advocate a solution of your own, but adapt and advance the solution of someone else, preferably a contestant with a lower rating."

5. All of these faults are further aggravated by poor judging. As we have come to realize that debate should be judged only by competent people familiar with the form, so we need to establish that the Saturday morning janitor can't listen to contest discussion and deliver equitable decisions, criticism, or ratings. The more the judge is familiar with and competent in the forms, aims, and techniques of discussion the less likely he is of being hood-winked by some of the malpractices outlined. Also, the more familiar he is with the problem being discussed, the better he can judge the ground and issues covered.

These criticisms ignore the positive side of discussion contests, which is certainly to be cited in their defense; they have value and give unique training to their participants. Neither are these criticisms to be construed as argument for abolition of discussion as a contest event. But nothing is to be gained by blindness to its present defects and areas of non-success except perpetuation of these same faults; and across the nation the average contest discussion event is not living up to its best possibilities nor to the

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(1) Charles Masten is a member of the Speech Staff of Kansas State Teachers College, Emporia, Kansas, and Coach of Debate. His team last season met Redlands in the finals at West Point.

In Memory of the Beginning of College Speech

By E. R. NICHOLS

Because I am a teacher of Speech in an American College I am writing my part of this article with a great deal of respect that amounts almost to reverence. Also I am breaking a rule of not quoting from the Quarterly Journal of Speech, which practically all Speech teachers subscribe to and read.

Speech is not an old subject in American colleges and high schools. It is comparatively new in the educational field as a curriculum subject. We owe its introduction into American colleges largely to the efforts and devoted life work of great teachers mentioned here: The two Truebloods, brothers—Thomas C. of the University of Michigan and Edwin P. of Earlham College, Indiana, Solomon P. Clark, of the University of Chicago and his colleague, F. M. Blanchard, and Robert I. Fulton, a colleague of Thomas C. Trueblood in his Kansas City School, and afterward a teacher in an Ohio college.

These men were preceded by some great private teachers and schools of Expression, among whom were James E. Murdoch, Charles Plumptre, S. S. Hamill, and Charles Wesley Emerson. They were joined in American colleges and universities by a host of younger men trained under them and in the great schools of Expression in Boston, Chicago, Evanston at Cumnock School, and others I shall not stop to mention now.

Here allow me to introduce the article in appreciation of the two professors Trueblood from the "Quarterly Journal"—before making any more remarks of my own:

THOMAS C. TRUEBLOOD EDWIN P. TRUEBLOOD

"Two pioneers in speech passed away this year. Thomas Clarkson Trueblood died in Bradenton, Florida, on June 4 at the age of ninety-five. On April 5, Edwin P. Trueblood died at his home on College Avenue in Richmond, Indiana; he would have been ninety at his next birthday.

"The Truebloods were born in Salem, Indiana, sons of Jehu and

Louisa T. Trueblood. Both held degrees from Earlham College, Indiana, and the University of Michigan, and were responsible for founding at those colleges the first two departments of speech in the country. The Earlham College catalogue of 1888 lists the Department of Elocution, with Edwin P. Trueblood as Professor; it describes the work of the department in part as follows: 'The style cultivated is the plain, direct, and natural, as opposed to stage exaggeration. The instruction is intended to be thorough, the drill persistent, and the criticism close.' In 1892, Thomas Clarkson founded the Department of Speech at the University of Michigan. Thomas Clarkson studied under the famous nineteenth-century teachers of oratory, James E. Murdoch, Charles Plumptre, and S. S. Hamill. With R. I. Fulton, he founded the first school of oratory in Kansas City in 1879 and lectured at the Universities of Missouri, Kentucky, and Michigan, and at Ohio Wesleyan University. Since 1884, his academic career has been associated primarily with the University of Michigan, first as Professor of Public Speaking, then as head of the Department of Speech until 1926, and finally as Professor Emeritus. His activities, however, were only based at Michigan; for he lectured in 1910 in the Pacific area at colleges and universities in California, Hawaii, and Japan, at the Universities of New Zealand and Australia in 1917 and 1918; and following his purely nominal retirement, he instructed in Argentina and Chile in 1927-28, at the University of Southern California in 1929, and at colleges and universities of the Union of South Africa during 1929 and 1930. Moreover, he was responsible for the organization and leadership of many of the early speech associations. He was for two years President of the National Speech Arts Association. In 1890 he organized the Northern Oratorical League; in 1898 the Central Debating League; and in 1914 the Midwest Debating League. He presided at the origin of Delta Sigma Rho. In 1941, he was elected honorary president of the National Association of

Teachers of Speech and of the Northern Oratorical League.

"During his brother's early years at Earlham, Professor Ed, as he was known by all his students and associates, introduced courses in debate and oral reading and developed the extra-curricular program in speaking, first sending a representative to the Indiana contest of the Interstate Oratorical Contest in 1893, and in April of 1897, engaging in debate with DePauw University on the Earlham campus. In 1906, he initiated women's debate and collaborated with representatives from Manchester and Goshen colleges in founding the Intercollegiate Peace Speech Association. Professor Trueblood was interested in oratory, debate, and interpretative reading, but he also promoted work in extempore speaking and dramatics. Plays were given under his direction in the early 1900's and the Extempore Contest, unique at the time, was originated as an intramural speech activity in 1913. He served as president of the Indiana Teachers of Speech in 1930 and was active for many years in the management of the Indiana Debate League. Professor Ed retired in 1939 to become Professor of Speech Emeritus.

"To students of the theory of oral interpretation and public speaking, the names of the Truebloods and of their collaborator, R. I. Fulton, designate an entire era. It is difficult indeed to write the close of two immensely productive careers and two primary forces in an entire area of American education. A tribute is implicit in the hundreds of colleges and university departments of speech, the thousands of speech programs in secondary and elementary

PROFESSOR
EDWIN P.
TRUEBLOOD
Earlham
College



schools, all developed during the lifetime of the Truebloods."

From the Oct. 1951 Issue of the Quarterly Journal of Speech, p. 417

There is not a great deal that can be added. My personal memory of Edwin P. Trueblood is that of a student orator from a neighboring Indiana college whose ideal of college oratory was largely formed by the victory of one of Earlham's contestants in the Indiana Oratorical League who was coached by Professor Ed. I remember at one time seriously contemplating changing colleges and matriculating at Earlham.

Thomas C. Trueblood I knew only after his retirement from active duty through his interest and attendance at what we call "The National". (Now the annual convention of the SAA.).

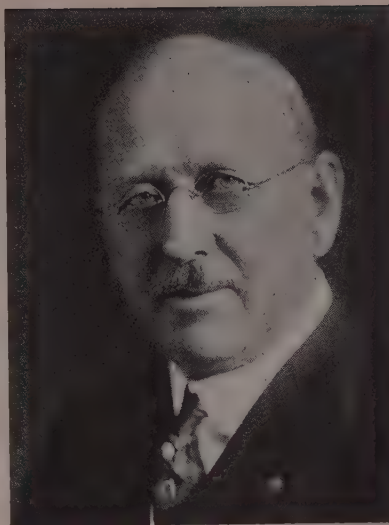
Solomon P. Clark and F. M. Blanchard and Robert I. Fulton I did not know and never met personally.

I happen to know that Professor Blanchard was a school mate of my own teacher of Expression, Mrs. Jennie Ray Ormsby at the Emerson School of Expression, Boston, Mass. I remember expressly her enthusiastic evaluation of his great teaching ability; also a tribute paid to him by Arthur E. Bestor of Chautauqua fame, who was once my history professor at Franklin College.

As I end this article on the Dawn of Speech in colleges, may I pay a deserved tribute to one of the finest Speech teachers of them all, Mrs. Jennie Ray Ormsby. She has no college department to remain as a monument to her teaching genius, for she was a private teacher like many of the earlier teachers of Expression. However, for genuine devotion to teaching and to her pupils, she had few equals in her day. I shall always remember her great enthusiasm and her ability to inspire and remake a not very well poised or gifted aspiring orator in what "Bill" calls the "salad days."

Death of Trueblood Could Be Termed End of an Era

Thomas C. Trueblood, orator, educator, sportsman and gentleman, has passed on after a life span that approached a century. No words can adequately express the deep sense of loss felt by the University of Michigan and his many friends and associates. It is truly the end of an era.



By THOMAS C. TRUEBLOOD
University of Michigan

Prof.-Emeritus Trueblood was probably best known as a teacher of speech. It was his belief that oratory, to be efficient and effective, should be easy-going and conversational. Speakers under his instruction were taught to address their audiences in a direct manner, with a minimum of passion and dramatics.

This style Prof. Trueblood pioneered when he first became interested in speech instruction more than 70 years ago. His philosophies then were considered somewhat radical, but they soon became the basis for a new and widely accepted approach to American speech, and he became a master practitioner of his own teachings.

As a young man in his late twenties, Prof. Trueblood was asked to come to the University of Michigan and work out a program in speech instruction for the institution. That in itself was a signal honor for the young educator, for when he founded the Michigan speech department in 1892, it was the first such unit in any major university or college in the country.

Prof. Trueblood worked on the theory that speech was a science requiring hard work and diligence. "There is no easy road to speaking success," he used to admonish his

students. His philosophy embodies many years of constant practice and training of the voice and articulation.

Those who took heed of his lessons attained distinguished note on public platforms, in churches, in courtrooms and in the halls of legislatures the nation over. Arthur H. Vandenberg, the late great senator from Michigan, was among his pupils.

Students who studied under Prof. Trueblood learned much more than the fundamentals and finer points of oratory. They learned the value of respect for character, discipline and thoroughness. Throughout his activities, both on and off the campus, he maintained a rare gentleness, sincerity and self control.

As in speech instruction, Prof. Trueblood gained wide fame as a teacher and devotee of golf. On the links as in the classroom he exercised the same coolness, the same understanding coupled with singleness of purpose, the likes of which have seldom been equalled before or since.

Largely through his efforts golf became a varsity sport in the Western Conference. He organized the first Michigan golf team and coached it for a period of 35 years. To draw a parallel, he was to Michigan golf as the late Fielding Yost was to Wolverine football. Also in the athletic line were his interest in the faculty golf team, the faculty tennis club and the Ann Arbor Golf and Outing Club, all of which he helped organize.

Although death has stilled the voice of Thomas C. Trueblood, his teachings, philosophy of education, and his unique spirit will long endure.

From the editorial page of the Ann Arbor News, June 6, 1951.

A new California high school proposes to begin debating this season, Arcadia. William J. Griswold is the coach.

Boston University held its annual Debate tournament February 9-10. There were six rounds of debate and thirty teams from various parts of the country. Extempore speaking was added to the program this year. U. S. Senator Henry Cabot Lodge, Jr. was the banquet speaker.

Study Guide for the College Debate Proposition

By James H. McBath

Assistant Professor of Speech and
Director of Forensics, University
of New Mexico

I

Introduction

Public economic policy, assuredly, is one of the most challenging of the nation's enterprises. Federal intervention in the economic sphere long has been a question commanding the attention of business, labor, and agriculture. Each, in its quest for security, has sought to influence the content of public economic policy. The average American consumer, too, evinces a lively and understandable interest in his real income. For years, economic stability has been a matter of justifiable national concern. Many citizens weighed carefully the conclusion of Harold G. Moulton, president of the Brookings Institution, when he recently reviewed the pattern of American economic progress.

The sobering fact must be faced . . . that despite the extraordinary economic achievements of the century as a whole, the path of progress was not an open highway permitting a smooth and uninterrupted advance. The forward movement was marked by frequent business recessions, which entailed enormous economic losses and untold human suffering and greatly retarded the rate of economic progress.

It is not surprising, therefore, that there emerged in the United States a large body of public opinion which strongly supported increased federal control of elements in our economic life. With the present defense mobilization, and greatly heightened inflationary pressures, agitation for control of prices and wages has increased markedly. During the summer of 1951, Congressional debate was heated on a measure designed to effectuate more stringent federal controls—the Defense Production Act Amendments of 1951.

Current interest in the prospect of federal controls has now been crystallized into the proposition, "Resolved: That the Federal Government should adopt a permanent program of wage and price control. It is the responsibility of the debater to construct for this proposition the

best cases, affirmative and negative, that the evidence and argument warrant.

To aid the debater in his investigation and analysis of the proposition, the following study outline has been prepared. Such an outline is not intended to be exhaustive. It is designed to suggest fruitful avenues of investigation and, by posing pertinent questions, to clarify thought and stimulate new ideas.

II

Study Outline

A. Definitions

1. The term federal government should create no great difficulty in definition. Apparently, the resolution here refers to national, as distinguished from state or local, administration of the program. Perhaps some debaters would care to speculate on reasons for federal rather than state sponsorship of the controls program.

2. What implications are discoverable in the phrase permanent program? Does permanent imply a system that is lasting, inflexible, irrevocable? Or is it more realistic to regard any federal program as permanent until abolished or altered substantially by Congressional action?

3. What is wage and price control, and what form might it take? There is a wide range of possibilities: ceilings, minimums, freezes, compulsory or obligatory wages and prices—to mention but a few. Can you think of other techniques of control? It is possible to institute different methods of control over wages or prices, and for different reasons. Whatever your choice, be prepared to defend your basic affirmative assumption—that wages and prices can be controlled.

4. What other terms will be used frequently in debating this resolution? Professor Walter E. Spahr recently observed: "The word 'inflation' is perhaps one of the most loosely used terms in our vocabulary of economics." Do you understand also what is meant by the following: "inflationary gap," "escalator clauses," "parity price," "cost absorption," "pass through," "historic markups," "cut-off date," etc.?

B. Analysis

5. What are the evidences of domestic economic instability? There is an abundance of excellent information to aid in formulating an intelligent answer to this question. See, for example, the Hearings on the Defense Production Act Amendments of 1951, and Lester V. Chandler's illuminating discussion of Inflation in the United States: 1940-1948. Indices of inflation, fluctuations of real income, shortages of critical materials, trends in savings, availability of consumer goods—all should be explored.

6. Are inflation and domestic economic instability new problems? Harold G. Moulton, surveying recurring business depressions in the United States, estimated that "between 1819-1938 American business was depressed nearly one-third of the time." What other evidence can you discover of the historic importance and incidence of this problem?

7. What are the consequences of inflation? How does it affect most Americans? The O. P. S. calculates that for every one per cent increase in the cost of living, American consumers are forced to spend two billion dollars. Are some segments of our population more adversely affected than others? Harold Fleming, writing in the Christian Science Monitor for September 5, 1951, relates how farmers, labor, and business have fared under post-Korea inflation.

8. What are the international implications of this problem? What stake does the non-Communist world have in America's maintenance of a sound economy? Charles E. Wilson, Director of the Office of Defense Mobilization, described the economic stabilization program and the defense production program as "twin pillars of our defense mobilization structure."

9. What previous attempts have been made to solve similar economic problems? Standard economics tests are useful here as well as more specialized writings on wages and prices, and their control. Julius Hirsch's Price Control in the War Economy recounts price and wage control efforts of the United States during World War II, and discusses

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Presenting Washington State College

In Debate and Forensic Events



PROFESSOR W. H. VEATCH,
Washington State College

THE State College of Washington is located at Pullman, Washington, a town of about 6,500 inhabitants, in the heart of one of the richest agricultural regions of the northwest. The college opened its doors on January 13, 1892 with sixteen students and a faculty of five. Last year's enrollment was: Graduate students 1,169; Undergraduate students 6,104; Correspondence courses 1,760, and Extension enrollment 3,034.

The State College of Washington is a Land-grant college and is fittingly located in Whitman County which (perhaps to the astonishment of some of our mid-western friends) grows more wheat than any other county in the United States. The campus is laid out on a hill overlooking Pullman with some three sections of college farm stretching out to the east. There are ninety

buildings on the campus, including fourteen residence halls.

The Department of Speech was organized in 1924 and was under the chairmanship of Maynard Lee Daggy until 1946. Since that time it has been under the chairmanship of S. Judson Crandell. Degrees offered are the B. A. in Speech, M. A. in Speech, and M. A. in the Teaching of Speech. Options are offered in Public Address, interpretation and Dramatic Art and in Radio for each of the degrees.

The present location of the Department of Speech is Van Doren Hall, but the fall of 1952 should find the department located in Bryan Hall (the former library) which is being reconstructed for the work of the department. This will include a theater, seating 800, a laboratory theater, an arena theater, and all of the offices, classrooms, shops and

studios needed for carrying out a complete program for the department.

The forensic program was started in 1898 and like the situation in a majority of colleges, it was very slow in developing. Up to 1927 only 134 debates were held, along with a few scattering oratorical contests. In 1927, W. H. Veatch, former Freshman coach of debate at UCLA, came to the State College to direct the work in forensics. At the close of the 1951 season, the State College had participated in 3,342 intercollegiate debates, 96 discussions, 140 oratorical contests, 736 extempore speaking contests, 403 impromptu speaking contests and 47 other intercollegiate speaking contests of an experimental nature, making a total of 4,763 intercollegiate speaking contests*.

This year Mr. Veatch is starting his twenty-fifth season at WSC, his thirty-fourth season of college debate coaching. During these 34 seasons, there have been only two when his teams have failed to win more debates than they have lost. This season WSC is starting with a varsity debate squad of 18 and a junior varsity squad of 26. The Freshman coach this year is Toni Rausch, who debated for WSC from 1947 to 1950, participating in over 150 contests for WSC and leading teams that won the northwest women's championship twice, the Western PKD women's championship, that won a sweepstakes trophy at the National PKD in 1949 and that debated at West Point in 1950.

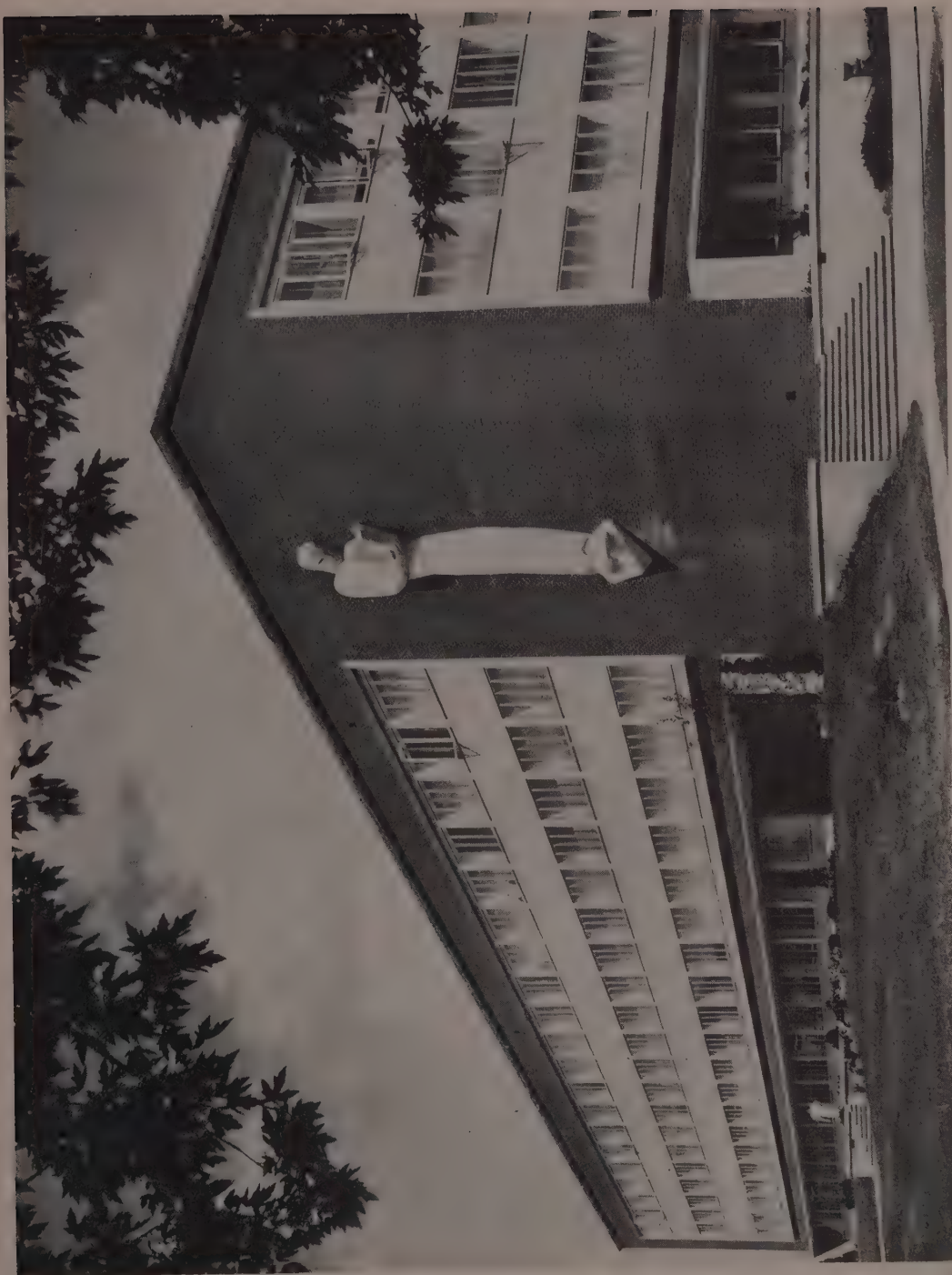
The 1952 PKD Provincial Convention will be held at WSC and the 1953 National Convention has been invited to Pullman. If the invitation is accepted, convention headquarters will be in the new three million dollar Compton Union Building, which is now being completed. The majority of the contests will be held in Todd Hall, which has 52 classrooms available for such use and the delegates, coaches and contestants will be housed in nearby dormitories.

An article on Debate and Forensics at Washington State College is

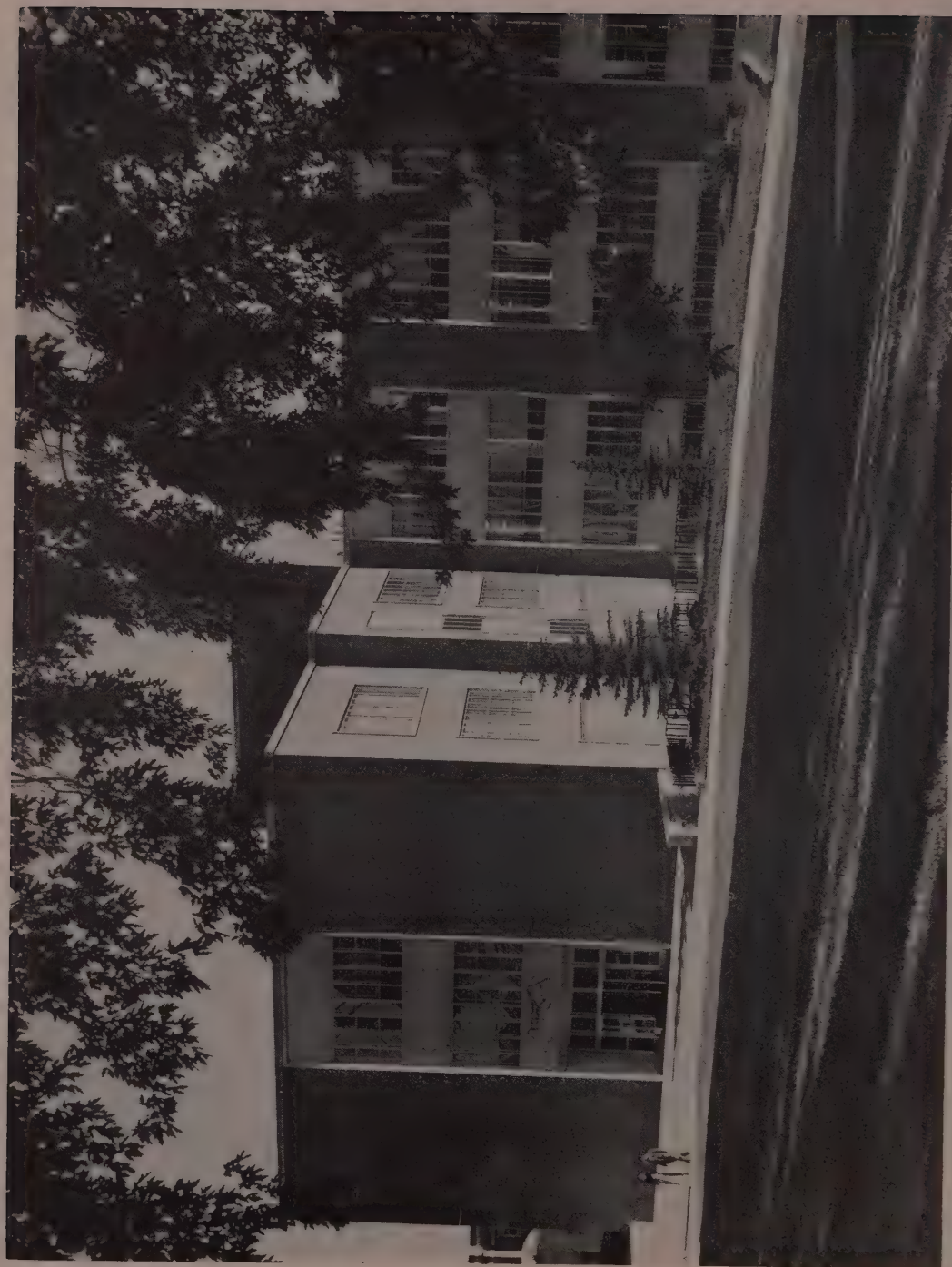
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WILLIS COMPTON STUDENT UNION BUILDING





E. O. HOLLAND LIBRARY



TODD HALL

EDITORIAL and COMMENT

THE ESSENCE OF DEBATE

For a good many hundred years debating in some form has been a human pastime. In the past there were the "disputations" of the monastic orders. There were the "forensics" of the academic advocates. There were the "critical phillipics" of the militant literary doctrinaires. There have been the academic debates of the school boy contenders, the intercollegiate platform vocal gladiators; the political campaigns of the office aspiring spell-binders; the deliberative pros and cons of the legislators. In fact, if we want anything set up for public attention, for public consideration, for public adoption—we debate about it. Debating is one of our superior ways of learning about a subject that can be set forth as a proposition for adoption or rejection.

Debating is the most natural and human way of making up our minds about anything, providing we have the saving grace of just evaluation of issues and arguments. Any person who cannot make up his mind about the value of an argument, or to what it applies and does not apply, can easily be upset by debating and argumentation. To him debate and argument are confusing, indecisive, and genuine nuisances. Some minds cannot walk the plank of indecision with any contentment. They must be cocksure that they are right no matter how formidable the case of the opposition. People who are always right, cannot argue; they bulldoze, they dominate, they shout down the opposition. They engender and promote the party system, and give dogmatic support to one side or the other of all issues and human differences.

One of the greatest arts is ability to disagree without losing one's temper or stirring up animosity and hostility. The debater who learns to stay on even keel, to face sincere opposition bravely and loyally, and attack honestly, without abuse, has justified his adventure into debate, argumentation, disputation or whatever you wish to call the art of human division of opinion. We are so constituted that we must hold opinions. We do not like to be contradicted, nor do we enjoy being proved

wrong. That is why many persons flee from arguments. They cannot trust themselves in a debate for fear of losing their tempers, especially if they are of the type of mind that just must be in the right whether or no.

There are, then, two classes of persons. Those who can argue and be agreeable. Those who can stand for principles and not offend. Those who can yield gracefully if proved in the wrong. Second, there are persons who should never get into an argument, debate or disputation, for they cannot ever be wrong, and cannot yield gracefully if proved to be wrong. In the middle ages such literary critics horsewhipped their rivals, and suffered no opposing opinions. They inspired the sentiments, "when Dr. John interprets, let no contrary wind blow and no ass bray."

In a democracy, it is a sort of an agreed thing, that questions and issues that arise can best be understood and most effectively viewed if argued about until all is said and there is nothing more to talk about—then action can come from honest men who have made up their minds what they should do in spite of honest difference of opinion. "The majority rules" is our democratic way of saying—"at the moment more of us see it this way than see it the other way—so be it—the die is cast." Happy is the man who can take defeat and not grow angry. To lose does not impeach your intelligence. Why, the minority can actually be right—and history has proved it.

What a fine thing argument, debate, disputation can be if it is the conversation of ladies and gentlemen!

THE GREAT ART OF DISCUSSION

According to a great poet the plans of mice and men "gang aft aghley." A few years ago a group of speech teachers invented and brought into the Contest Speech world a new event called Discussion, the purpose of which was to displace Debate, which had fallen into disfavor with them. The friends of Debate accepted the new contest and gave it a place in the Speech festivals, tournaments and meets.

This, perhaps, was the wisest thing that they could do, for a refusal to use the new contest would have harmed debate much more than contact with it. The reason for saying this developed immediately, for by trial and usage it soon became apparent to all that Discussion did not make a good contest. There was no good basis for judging the prowess of rival discussionists. The reason was also soon apparent.

The object of Discussion is to reach an agreement or common idea or plan. It is very difficult to estimate the value of the work of each individual member of a discussion panel in accomplishing this purpose. Making a contest out of it ruins the Discussion.

Each contestant angles for an advantage and soon adopts all the hypocrisy of cut throat palaver, or invents all the insincere twists and turns involved in the art of damning with faint praise. We have said enough for the astute to see what has happened to Discussion.

Discussion is useful in a democracy such as ours and when honestly advanced is a delightful process. However, when undertaken in a spirit of rivalry or contest it doesn't make sense very often. Another thing wrong with it is the fact that the chairman, whose job it is to guide and lead the discussion into a profitable conclusion, must be judged as a member of the panel upon a separate basis from the other members. This in itself is a major inconsistency which is enough to damn the Discussion as a Contest. Contestants must discuss upon a fair and uniform basis and the leader by the nature of his duties cannot do this.

It would improve Discussion if some plan could be developed in which leaders of various sections competed as efficient leaders against one another, and left the panel members to be judged on their contribution to a uniform conclusion.

If the leader was not in competition with the members of his panel, and was free to accept and evaluate the contributions of the members of the panel, his judgments and recommendations as to the work of the

panel members might become really helpful.

The techniques of discussion could stand considerable overhauling to throw out the objectionable practices and hypocrisy in favor of an honest contribution of things to be considered in reaching a conclusion of value. How this is to be done, the editor frankly does not know—that it ought to be done is quite evident. If it cannot be done, possibly Discussion should be abandoned and left to the legislative committees where occasionally it is of great value in a democracy.

As a contest to displace debate, which also has great value in a democracy, it is about as efficient as a ninth rate locomotive coughing up a mountain grade.

May I end this by saying, that if the right techniques could be found, the art of honest Discussion even as a contest, could become a happy and delightful experience, and perhaps an antidote for some of the worst features of debate, which as I conceive them are not really features of good debating but of disputing and quarreling, which often associate themselves with the art of controversy.

A UNIFORM SPEECH TOURNAMENT SYSTEM

Looked at from the point of view largely of economy in typing and work, a system of numbering and lettering for participating Colleges or high schools, contestants, and judges, a system or code is a great convenience. That such a code will not hide all identities is admitted and not urged as a reason for a code system. Hiding identities and relationships has never been achieved by any tournament system, and the idea of achieving any such system has long since been abandoned.

The advantage now to be achieved is to get a uniform code or system that can be used anywhere and everywhere there is a tournament. It would be like having an accepted terminology for a sport or athletic contest. This magazine would welcome various suggested codes or systems that have been used successfully. Out of comparing them we might evolve ideas leading to uniformity and greater efficiency.

Here is a system recently used that works beautifully.

Assign each participating college or high school a number. Give the coach and other judges from the same institution the college number and add the letter j, j-1, j-2, etc. For contestants use the college number and add A, B, C, D, etc. Thus debate teams can be 10A, 10B, 10C and so forth. Oratory contestants can be 10A, 10B also. The same plan applies to extempore, impromptu and other contests.

The director of the tournament keeps the names and code list. The manager of each contest may do the same. The name and code list may be placed on the board that carries the contest announcements if desired. This enables visitors to trace the teams and contestants they are interested in and to find them in their contest rooms.

CALENDAR OF SPEECH EVENTS 1951-52

Eastern Forensic Ass'n. Place, Hotel New Yorker, N. Y. C. Date, April 17-19, '52.

Eastern States Speech Ass'n. Hotel New Yorker, N. Y. C. April 17-19, '52.

American Forensic Ass'n. Hotel Stevens, Chicago, Ill. Dec. 26-29, '51. Speech Association of America, Hotel Stevens, Chicago, Ill. Dec. 26-29, '51.

NUEA Committee on Debate Materials and Interstate Cooperation, Hotel Stevens, Chicago, Ill. Dec. 27, '51. Chr. R. E. Tidwell.

Intercollegiate Debate and Discussion Committee, Hotel Stevens, Chicago, Ill. Dec. 28, '51.

New England Speech Assn'n., Hotel Kenmore, Boston, Mass. Nov. 23-24, '51.

Central States Speech Association, Tulsa, Okla., Hotel Mayo. April 18-19, '52.

Southern Speech Association, Jackson, Miss. Hotel Heidelberg. April 1-5, '52.

DEFEATING THE COST OF CORRESPONDENCE

Continued from Page 113
fited by such activities. The low cost of such extensive local competition, together with the wide publicity possible in local names and dates, can be an effective argument for those schools faced with the problem of justifying their forensic budgets. Local competition, moreover, over-

comes the difficulty of travel restrictions placed upon some squads; girls students, particularly, will benefit from increased competition within one-day travel limits.

4. The administrative load of the coach is lightened immeasurably. The NCFA round-robin alone, scheduling 56 debates for eight schools saved countless man-hours of correspondence. Coaches can spend more time with their students and less time with their typewriters.

5. Some events can be arranged that would be impossible without some kind of organization. Station KCBS demanded assurance, for instance, that the students involved would fulfil all their commitments for the radio series; such an assurance could not have been given by any one individual on behalf of nine other un-organized colleges.

6. Finally, money can be saved. Not only can stamp and phone-toll expenses be cut, car pools set up for scheduled events, and so forth, but competition can be provided close to home where hotel bills and meal costs do not assume an important role in limiting the number of participants.² Then budget money can be saved for barnstorming trips and tournament jaunts.

(2) Note the Western Survey compiled by R. D. Mahaffey of Linfield College in the spring issue of Speech Activities, pp. 6-8. Western colleges estimated a cost of \$13 per event; if the cost of tournament trips were subtracted from the total cost, the average per local event would be much smaller.

A NATION'S PROMISE Continued from Page 114

tional cooperation, that they keep the nation's promise to the unknown soldier.

Let us remember that through the mighty power of the ballot is reflected your state of mind, and history is so made. Never, in all history, has any nation had such an opportunity for leadership. This is our time for greatness. I want to keep America great. I want not to die, but to live for my country. I'm not afraid to die, and I would not want to live in shame with the land of my choice; for my right to live or my misfortune to die is to be determined by you, the people. A nation's promise is in your hands. I know life, to be sure, is nothing much to lose, but young men think it is, and we are young.

Along the Tournament Front

THE WESTERN SPEECH TOURNAMENT

The Western Speech Tournament was held at Fresno, California, with Fresno State College as host, with Professors Wright and McGrew officiating. The contests were held on Monday and Tuesday, Nov. 19th and 20th at Roosevelt High School on the East side of Fresno, and on Wednesday the 21st at Fresno High School on the north side, near the Fresno State Campus. Fresno High School entertained a Teachers Meeting while the Tournament was at Roosevelt High School.

Contestants and their coaches came from the entire Pacific Coast and such inland states as Idaho, Utah, Nevada and Arizona, and was the largest Western Meet held so far. The only marring feature was that the banquet hall was not large enough to seat the entire group which wished to attend. The Tournament was excellently well managed and directed by Paul Smith, of Pasadena City College, the Western States Coordinator.

Results Western Speech Association Tournament

Upper Division Sweepstakes (total entry 49 schools).

1. University of Southern California.
 2. Pacific Lutheran College.
- Lower Division Sweepstakes:
1. Idaho State College.
 2. Los Angeles City College.

I. DEBATE:

Upper Division Men (52 teams).

1. Ericson and Rieke—Pacific Lutheran College.

Four-way tie for second:

2. Wilson and Spieer, University of Redlands.

2. Judd and Peterson, Idaho State College.

2. Henderson and Rogers, University of Southern California.

2. Houwink and McClure, Whittier College.

Upper Division Women (14 teams)

Tie for 1st and 2nd:

- Hollinger and Francis, U. S. C.
- Carl and Wilcoxon, U. S. C.

Lower Division Men (50 teams).

1. Berett and Lowe, Idaho State College.

2nd. tie: Sullivan and Stanley, College of Pacific; Purdy and Barber, Los Angeles City College.

Lower Division Women (16 teams).

1. Pierson and Klopfenstein, Seattle Pacific College.

2. Herrman and Revuelto, Pasadena City College.

II. DISCUSSION:

Upper Division Men (52 entries).

1. Cliff Wallace, San Diego State.

2. Lyndell Cheeves, Pepperdine College.

Upper Division Women (29 entries).

1. Ruth Squire, U. C. L. A.

2. Mary Lou Francis, U. S. C.

Lower Division Women (32 entries).

1. Nancy Yates, University of Oregon.

2. (tie). Pat Drake, Stockton College and Matthew Suddleson, Los Angeles City College.

III. IMPROMPTU:

Upper Division Men (27 entries).

1. Bill Rieke, Pacific Lutheran College.

2. Richard Donaldson, Saint Martin's College.

Upper Division Women (21 entries).

1. Mary Lou Francis, U. S. C.

2. Elaine Baltes, Idaho State College.

Lower Division Men (47 entries).

1. Cliff Custer, San Francisco State College.

2. John Osburn, Pacific Lutheran College.

Lower Division Women (31 entries).

1. (tie). Lorna Tomkin, Los Angeles City College, and Pat Drake, Stockton College.

IV. EXTEMPORANEOUS SPEAKING (37 entries).

Upper Division Men.

1. William Zimmerman, Oregon State College.

2. Joe McClure, Whittier College.

2. (tie). Allan Hatlen, Pacific Lutheran and Dennis Shelly, U. S. C.

Upper Division Women (12 entries).

1. Joyce Durham, University of Utah.

2. Ruth Squire, U. C. L. A.

Lower Division Men (40 entries).

1. Dion Morrow, L. A. C. C.

2. Bo Jansen, U. S. C.

Lower Division Women (12 entries).

1. Joanne Schief, Pacific Lutheran.

2. Peggy Keller, Occidental College.

V. ORIGINAL ORATORY:

Upper Division (21 entries).

1. (tie) Dean Pic'l, U. S. C., and William Maxwell, Oregon State College.

Upper Division Women (7 entries)

1. Mary Jean Wilson, Linfield.

2. Gordonnoa Payne, Pasadena College.

Lower Division Women (18 entries).

1. Safah Longman, San Diego State.

2. Dorothy Blais, Stockton College.

Lower Division Men (31 entries).

1. William Peterson, Idaho State.

2. Bo Jansen, Univ. of Southern California.

TOURNAMENTS AND SPEECH EVENTS MEETS

Tufts College Debate Tournament, Medford, Mass. Nov. 30-Dec. 1, '51. Director, Jordan Bittel.

Oklahoma City Invitational Speech Tournament, Classen High School, Oklahoma City, Okla. Nov. 30-Dec. 1, '51. Director, Mrs. Elaine Tucker.

Oklahoma Baptist University, Bison Forensic Meet, Shawnee, Okla. Dec. 7-7, '51. Director, Dean Lee Spencer.

November and December

Fifteenth Annual Oklahoma East Central College Forensic Meet, Ada, Okla. Nov. 29-Dec. 1, '51. Director, D. J. Nabors.

Freshman Sophomore Tournament, Chicago Undergraduate Division, Univ. of Ill., Navy Pier, Chicago, Ill. Nov. 30-Dec. 1, '51. Director Wayne N. Thompson.

Novice Tournament, East Los Angeles J. C. Dec. 7-8, '51.

December

Annual Millsaps Debate Tournament, Millsaps College, Jackson, Miss. Dec. 7-8, '51.

Intercollegiate Tournament and Forum, Univ. of Iowa, Iowa City. Dec. 7-8, '51. Director, A. Craig Baird.

Univ. of Florida Debate Tournament, Gainesville, Fla. Dec. 14-15, '51. Director, Prof. Douglas Ehninger.

Annual Invitational Tournament, Northeast Missouri State Teachers College, Kirksville. Dec. 7-8, '51. Director, Sherod Collins.

National Forensic Conference, Purdue University, Lafayette, Ind. Dec. 14-15, '51.

January

H. S. Forensic Festival, Ball State Teachers College, Indiana. Jan. 12.

Marietta (Ohio) High School Discussion Conference, Marietta College. Jan. 19, '52. Limitation: Open to Ohio and West Virginia High Schools.

H. S. Speech Festival, Indiana State Teachers College, Terre Haute, Ind. Jan. 25-26, '52.

February

Novice Debate Tournament, Purdue University, Lafayette, Ind. Feb. 2, '52. Director, P. E. Lull.

So. Calif. Forensic Ass'n. Meet, Caltech, Pasadena. Feb. 8-9, '52. Director, Lester McCreary.

Discussion - Debate Progression, Northwestern University, Evanston, Ill. Feb. 8-9, '52. Director, Glenn Mills.

Sixth Annual Debate Tournament, Boston University, Boston, Mass. Feb. 15-16, '52. Director, Prof. Austin J. Freeley, 84 Exeter St., Boston 16.

Eighth Annual Speech Meet, Eau Claire State Teachers College, Eau Claire, Wis. Feb. 16-16, '52. Director, Prof. Grace Walsh.

Fifth Annual Debate Tournament, DePauw University, Greencastle, Indiana. Feb. 16, '52. Director, Forrest L. Seal.

So. Calif. Forensic Ass'n. Speech Meet, U. C. L. A. Feb. 16, '52. Director, Wesley Lewis.

Indiana State Teachers College Tournament, Terre Haute, Ind. Feb. 22-23, '52. Director, George McCarty.

Univ. of Mich. Invitational Tournament, Ann Arbor, Mich. Feb. '52. Director, Edd Miller.

February and March

Central State College Tournament, Edmond, Okla., Feb. 29-March 1, '52. Director, Dean Joe Jackson. Open to all.

Northwestern State College Tournament, Alva, Okla., Feb. 29-March 1, '52. Invitational. Director, Dean J. B. Stout.

Southeastern State College Speech Tournament, Durant, Okla., Feb. 28-

March 1, '52. Limited to Southeast District. Director, Clyde Jackson.

East Central State College Tournament, Ada, Okla., March 6-8, '52. Open to all. Director, Prof. D. J. Nabors.

Panhandle A & M Tournament, Goodwell, Okla., March 7-8, '52. Open to all. Director, C. Gibson Shaw.

Northeastern State College Tournament, Tahlequah, Okla., March 20-22, '52. Director, James Robinson.

Southwestern State College Tournament, Weatherford, Okla., March 28-29, '52. Director, Cedric Crink.

N. F. L. District Finals, Eastern Ohio, Kent State College. Western, Bowling Green University. Feb. 29-Mar. 1, '52.

Sixth Annual Magnolia Speech Tournament, Mississippi State College for Women. Feb. 29-Mar. 1, '52. Limited to College Women.

March

Linfield Forensic Tournament, Linfield College, McMinnville, Oregon. Mar. 6-8, '52. Director, R. O. Mahaffey.

Gulf States Speech Festival, Mississippi Southern College, Hattiesburg. March 7-8, '52.

Fifth Invitational Debate, Brooklyn College, Long Island, N. Y. Mar. 9-10, '52. Director, Larry Weitzer.

Third Annual Invitational Tournament, Florida State University, Tallahassee, Fla. March 14-15, '52. Director, Dr. Greg Phifer.

Speech Tournament, University of Arizona, Tucson, Ariz. March 14-15, '52. Director, W. Arthur Cable.

Ohio State High School Finals, Ohio State University. March 14-15.

April

Grand National Forensic Tournament, Mary Washington College, Fredericksburg, Va. April 9-12, '52. Manager, Norra Lea Hulme, P. O. Box 2011.

Pacific Coast Pi Kappa Delta Meet, College of Pacific, Stockton, Calif. April 10-12, '52. Director, Edward S. Betz.

Sixth West Point National Tournament, West Point, N. Y. April 23-26, '52. Director, Lt. Col. W. E. Brinker.

May

N. U. E. A. H. S. Tournament, Redlands, Calif. May 3, '52. Director, E. R. Nichols.

Novice Practice Debate Tournament, Dartmouth College, Hanover,

N. H. May 3, '52. Director, W. Peter Rilling.

Novice Debate Tournament, Dartmouth College, Hanover, N. H. May 2, '52. Director, W. Peter Rilling.

Calif. State High School Meet, Santa Barbara State College, May 17, '52. Director, Edward S. Betz.

AMERICAN FORENSIC ASSOCIATION NOTES

President Hugo E. Hellman has planned three or four program sections for the SAA Convention at the Hotel Stevens, Chicago, to be distributed throughout the three day program—Dec. 27-29. There will also be business sessions of the organization on the agenda.

Summaries of the complete program of the convention and pre-registration material are being sent out from the office of the Executive Secretary, Prof. Orville Hitchcock, of Iowa University.

The sections on Debate are:

Evaluating Intercollegiate Debate and Discussion Standards. Glen Mills, Chr., Northwestern University.

Discussion and/or Debate. P. E. Lull, Chr., Purdue University.

Directing the University Forensic Program. T. Earle Johnson, Chr., Univ. of Alabama.

Toward Clarifying Debate Theory, E. R. Nichols, Chr., Univ. of Redlands.

Improving Forensic Practices, Halbert E. Gulley, Chr., Univ. of Illinois.

Critique for the Selection and Phrasing of Discussion and Debate Topics, Chr. T. Earle Johnson, Univ. of Alabama.

Two other most intriguing sections will deal with Research in Group Discussion, Edd Miller, Chr., Univ. of Michigan and Speech Honoraries, A. Westley Rowland, Ch., Alma College, Michigan.

The annual debate on the High School question will be held as usual: The participants will be E. E. Bradley, Wayne Eubank, Stanley Ruttenberg (CIO) and Boris Shiskin (AFL.) The Chairman will be L. H. Adolfson. In addition to this debate there will be two sections of interest to high school debate coaches and forensic students.

1. Speech in the Secondary School, Karl F. Robinson, Chr., Northwestern University.

2. Speech in the High School, Wanda B. Mitchell, Township High School, Evanston, Ill.

DEBATE TECHNIQUES

Edited by MALCOLM SILLARS

BURDEN OF PROOF

Professor Robert Wick
State Teachers College
St. Cloud, Minnesota

YOU have without doubt in your everyday conversations and arguments with friends had them say to you, "You made the statement—prove it." Your friend is asking you to assume the burden of proof—a term long used in argumentation and which stems from the legal concept of "He who affirms must prove."

What is the importance of this concept of burden of proof in debate? I have found through several years of directing debate in high schools and colleges that beginning students have some difficulty in understanding what obligations they have in respect to this concept. It is my hope that a restatement of this first principle of debate will aid the beginning student and make his debating more effective earlier in his career.

The framers of the national high school question and the national intercollegiate topic spend considerable time in wording the subject to be debated. One of the important considerations is to so word the proposition as to give to the affirmative the burden of proof. Burden of proof may be defined as the obligation on one side or the other of influencing the audience to accept the proposition. It would seem logical that the affirmative should assume this obligation, for as has been stated earlier, whoever asserts should also establish his contention. The framers of debate topics make an attempt to decide what mature public opinion is in regard to the question and then so phrase it that the affirmative must go against this tide of public sentiment. As a general rule it can be stated that the advocacy of a change will mean the advocacy of a course of action contrary to popular approval. The affirmative must present the proposed change

as preferable to the present condition of affairs. It is not enough for the affirmative to show that the proposed change is just as good as the status quo; the affirmative team members must prove that their proposal is superior. Unless the affirmative can show that improved conditions will be the result then there is no justification for advocating a change. It is a precept of law that a man is innocent until he is proven guilty. The same principle can be said to operate in respect to economic, social and political orders. The burden is upon the affirmative to show why the proposed change is preferable. This burden of proof on the affirmative has its offsetting advantages—the right to interpret the question and to set forth the main issues. The interpretation, however, must be reasonable and the issues presented must be fundamental.

Many years ago Bishop Whately wrote a book on argument in which he said: "There is a presumption in favor of every existing institution. Many of these may be susceptible of alteration for the better, but still the 'burden of proof' lies with him who proposes an alteration; simply on the grounds that since change is not a good thing in itself, he who demands a change should show cause for it. No one is called on . . . to defend an existing institution, till some argument is adduced against it; and that argument ought in fairness to prove not merely an actual inconvenience, but the possibility of a change for the better."¹

Thus, unless the affirmative can show, (for example in the current high school question), that the present system demands reform, that present methods of getting manpower are inadequate to meet the menace that faces us as a nation, and that a program of making every man, woman, and child in America available to the commander-in-chief will provide the needed reform, it has failed to carry its burden of proof. If the affirmative fails to maintain this burden of proof the argument then goes to the negative, since presumption favors the present system, and since the negative, in logical theory, needs to do nothing

until the affirmative has created a case in favor of a change.

The burden of proof in a debate demands that the affirmative present a *prima facie* case (when it is logically adequate to establish a reasonably high degree of probable truth in its favor); it also demands that the affirmative overcome the presumption in favor of the negative on every major issue.

This principle of burden of proof on the part of the affirmative may be illustrated by the current high school question, "Resolved: That every American citizen should be subject to conscription for essential service in time of war." Probably the issues of this question would be stated as follows: (1) There is a need for a change from the present system of conscription. (2) Available conscription of every man, woman and child is the best plan for meeting this need. These issues are essential to an adequate case and must be upheld in the constructive speeches; they must be substantiated again in the rebuttal speeches if the negative side successfully contests them.

The affirmative must show, first of all, a need for change because of the failure of our present system to provide adequate manpower. Unless this can be done no need exists for continuing with the second issue. The negative may admit the weakness of the present system and bring forth some modification to correct the admitted weakness. If this happens, the affirmative would win the first issue and should then center its efforts on issue two.

Whether the affirmative wins the first issue or not, it still must show that its proposal of conscripting every man, woman and child will remedy the shortcomings of the present system. The negative must meet this issue. If the negative proposes some repairs of the present system, the debate would still revolve around the second issue. Which plan, then, would be superior as a means of fulfilling the need that both teams admit exists? If the negative can show that its proposed modification of the present system

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College Debate Handbook

THIS COLLEGE SUBJECT THIS SEASON!

YES, I voted for it along with the majority of you all. Maybe I should have had my brain examined, but at the time it seemed as if it were the only logical thing to do. Now I am not so sure—at least not cock-sure! Whether I and we all made a mistake or not only the school and college year can reveal.

I am going to confess to you my real difficulty. For the first time in years I can't get interested in the college debate subject. Somehow it just repels and disinterests me—and that is an unusual and disagreeable experience. It does, however, give me some understanding of why many persons do not like debate and can't get very enthusiastic over it. They just don't understand it, can't get attracted to it, and dismiss it as something disagreeable and not worth bothering about. Actually that is really too bad. Debate does not deserve such treatment. Of all the subjects in the curriculum, it is one of the most vigorous, most valuable, and most important.

Why is it important, you ask? Why can't we toss it out and be done with it? Is there really a case for debate? I suppose I should not stop to discuss this subject, for it is really a side issue. This department is supposed to be devoted to the annual college debate subject, not to debate itself. But I happen to be one of those long winded and contrary people who can't get down to the real topic without blowing off steam.

Debate is important because it is a double-barreled speech method. It trains the speaking and exercises the thinking, and does it vigorously.

Debate is important because of the friends and enemies it has made. Take a look at them and draw your own opinions. (Please don't consider this as a sharp crack.)

Debate is the best little old bone of contention in the Speech Department. It furnishes something to talk about on which there is positive and vigorous difference of opinion.

Debate lines you up in Speech with the sheep or the goats immediately—so be careful what you say for your colleagues are quick at making judgments.

And now maybe I have said enough by way of introduction and should really get back to the debate subject—Wage and Price Control. Do you like this subject? Well, I don't blame you. What is wrong with it? Well, it has no unity, to begin with. Wages and prices are connected, it is true, but essentially they are two different things. We can't help feeling that, whether we recognize our difficulty and name it or not. We can't concentrate on one thing in our debate. Our attention is scattered. There is too much to watch out for. About the time we think we have a grip on prices someone begins talking on wages and disperses all our hard earned and earnest, accumulated thoughts and we have to begin over again. That is the penalty of lack of unity—but then we voted for this subject and brought it on ourselves. So why complain?

Next this subject not only lacks unity, it is perhaps a bit too technical. Of all economic questions it is perhaps too economic. I mean by that it is difficult economics. Most debaters are not economic students and never will be very expert in that noble and essential subject, so they promptly get lost mentally when the real debate discussion begins and let their anchors drag or go to sleep. Now where are you going to get with a disinterested squad? Well, you tell me—I don't know.

Next, this debate subject is one of the most difficult I have experienced in discovering a convincing, a really applicable case—either affirmative or negative. If you have found satisfactory cases, how fortunate you are! A lot of us haven't, and that is why we are grouching. Maybe it is only the beginning season grouch—the usual one—we hear every fall debate season—maybe it has a firmer foundation—let the season tell.

Now what should a good case really do or have? To begin with we must show a NEED. With that statement we are all agreed, I am sure. We can't debate in America any more without a NEED. It is the one imperative and essential thing. If we have a reasonable Need figured out, we have made a real beginning. All right, why do we need controls?

Yes, I really mean that—Why do we need controls? Suppose you answer that one. If I had to answer it I would probably flunk—at least, I would flounder.

Would it be facetious to say that we need controls because we are afraid to trust to the honesty or good will of American business and the American business man? Gosh, now I really have stuck my foot in it, haven't I? Or, shall I wiggle out of it by getting your mind on something else—and saying things in this country have become so complex, that we must have a supreme guiding hand and the National Government and law must furnish it. Now that's an excellent alibi, isn't it—We can get off to the races discussing this one.

Yes, indeed business has gotten so complex that there certainly is a need for guidance, and for rules of playing the game—so all have an honest and equal chance.

There is a chap over there in the corner, who is smiling at us rather cynically, as if to say: "Gosh, you are wasting a lot of our time. Get down to brass tacks."

"Well, what are they, about this subject?" "This is an economic subject," he says. "My Econ prof says"—and we are off again to the races. Being a Speech "prof." and a Debate Coach of some years standing, I am a bit critical of these Volunteer Economic coaches, but maybe the professor debated once and really does know something about debate, so I condescend to listen. My time is wasted. I have never yet found an Econ "prof." who didn't get lost in his own theorizing—and the debate case doesn't get anywhere in the meantime. Well, what do you suggest doing about it. I am in earnest, what do you do about it? Dismiss the class?

Frankly, you must face the issue sooner or later! What do you do? Keep on discussing and hoping for a break—well, that is what I do, too.

To be direct and honest—settling the NEED is the vital part of this debate. If you can find the need the rest is clear sailing.

You are fairly safe in thinking, that the need is buried in party poli-

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The High School Debate Handbook

THE old saying that "world begun is half done" applies particularly to the job of debate preparation. The debater who has worked out a careful set of definitions and his interpretation of the proposition and has made his analysis to find the issues, will probably think of himself as just beginning, but when these tasks are finished he is more than half way on the road to being ready to step up on the platform and give the sort of presentation calculated to win decisions.

In any case it is wise to take the viewpoint that defining and analyzing are half of the job because from the standpoint of their importance they are more than half of it. Defining is particularly important because it is not only defining but interpreting that is involved and the interpretation is vital. And we might say that this is something that beginning debaters and even seasoned ones sometimes forget. They forget that defining the terms for debate purposes is not simply "giving definitions" in terms of rattling off a synonym for each of the words in the proposition. For good debating the process really goes far beyond simple defining to what may be much more accurately called an interpretation of the proposition. An interpretation is broader, deeper, and wider. It furnishes the answer to the question, what this proposition means to us and it includes an accurate appreciation of just what is going to happen when this proposition is put into effect. The advantages of such an understanding pays off to the debater both in his preparation and in the actual debating.

In his preparation a thorough understanding of the proposition enables a debater to avoid the danger of following blind alleys and building arguments that do not belong in the debate, only to have to abandon them or worse, to have them thrown out later by opponents with a keener understanding of the question. By knowing exactly the true implication of the proposition, the debater gets a better insight into the real issues involved and finding the real issues is a first essential of effective debating. In the final analysis, de-



HUGO E. HELLMAN

bates are won and lost on the real issues. By learning surely and accurately what his proposition means, the debater learns what it includes and what it excludes. This will save him time he might otherwise waste boning up on arguments and materials that ultimately are going to be of no use to the presentation of his case.

In the actual debating itself every argument presented by the debater with a thorough understanding of his proposition to going to be more effective because he has a keen and accurate insight into the precise nature of what he is talking about. He knows exactly what he wants in presenting the proposal or he knows exactly what he is against in opposing it. He has a solid base of operations from which he carries on — a foundation for really effective debating. Finally, by making certain and sure of his interpretation, the debater is prepared against the opposition with a false definition of its own—a trick case that might otherwise take a decision.

With this appreciation for the importance of definitions and interpretations, let us go about the business of finding them for our proposition.

Now every debater knows that it is only those terms that "need" defining that should be mentioned and these, of course, are the words that an average audience might find

puzzling, vague, or confusing. And of course by "terms" we mean complete phrases rather than single words. In our present proposition there are actually only three terms: (1) "Every American citizen," (2) "subject to conscription for essential services," (3) "in time of war."

"Every American citizen" means every man, woman, and child, born in the United States or naturalized there. While there are certain rights, duties, and privileges of citizenship which are reserved until one reaches 18 or 21, citizenship begins at birth or naturalization.

"Should be subject to conscription for essential services" means that an executive agency of the federal government, the mobilization authority, should be empowered to raise an army through the draft, etc., and also be empowered to direct available manpower to those activities which are vital to a successful prosecution of the war. "Should be subject to" emphasizes the point that under the proposition every one need not be actually conscripted but only that the mobilization authorities should have the power to channel people either into the armed forces or into essential industry, when and if, they find that a shortage of manpower develops in the army or any particular service or industry—a shortage that is jeopardizing our successful prosecution of the war.

"In time of war" means when Congress declares that a state of war exists. The proposition does not include within its scope a "police action" such as we are now engaged in in Korea.

"Should" in our proposition means what should has meant in all of our recent propositions of policy but perhaps because it has frequently been a troublesome little word we should review its meaning. Should means "ought" and when I argue that a thing should be done I mean that it ought to be done. Should does not mean will and, therefore, when I argue that a thing should be done I am not called upon in the same argument to show that it will be done. Conversely, the negative arguing that a thing will not be done is arguing beside the point. The affirma-

tive debater should remember that "should" and "will" are not the same word but at the same time he had better remember that although "should" and "can" are not the same word either, nevertheless, there is no use proving that a policy should be adopted in the face of negative proof that it cannot be put into practice. A should sentence or an ought sentence takes on meaning only when reference is had, to some end, to be achieved. In this case the end is successful prosecution of a war and national survival. In this year's proposition, therefore, should means that universal conscription will be conducive to, or necessary for, the successful prosecution of a war and our national survival.

With these definitions in mind let us set up a thumbnail interpretation of the proposition. In a nutshell this proposition can now be interpreted as a proposal which would empower the government to mobilize for defense (or offense) all the manpower of the country. It is a proposal which places at the disposal of those in charge of the prosecution of a war every man, woman, and child in the country. It is a proposal which makes available for the service of the country all of the available manpower—on call, wherever the need arises.

Now to the issues. The issues are, of course, the questions a normal thinking human being would ask in this attempt to make up his mind, one way or the other, on the proposition. For debate purposes they are the critical points on which the whole argument hinges. From the standpoint of contest debate, they are the matters upon which the decision in a particular debate will be decided.

When faced with a question we usually turn to past experience to guide us to the answer. What has been our past experience in previous wars with manpower? Does it indicate a need for a program of conscription? Did we do fairly well with our largely voluntary programs in the past? What was our production record for materials for war in terms of quantity? What was the record in the matter of the speech of mobilization? To what extent will things be different in the next war and in which direction?

After looking at our own past experience we usually turn to the ex-

perience of others. How has Great Britain solved her manpower problem in time of War? Canada? New Zealand? France? Russia?

After examining our own past experience, and the experience of others we can logically turn next to the facts of the present situation with respect to plans now in operation to provide manpower. What is the Office of Defense Production? What are its objectives? How does it operate? How far can it go? What was provided for under the Defense Production Act of 1950? What has Congress done to extend the Defense Production Act and to increase the scope of the activities included under it? What other plans for mobilization are in operation? Do these plans appear to be sufficiently far reaching in the light of past experience and our probable future experience in the next war. While considering the present picture with respect to mobilization we should at the same time consider the picture with respect to the total manpower situation. The basic question is whether or not there is sufficient manpower available to fight an all out war and this raises the question of how much manpower is needed, what are the sources of manpower, and how necessary is it that there be speed in the mobilization of that manpower for war purposes both for industry and for the armed forces.

Always in our analysis of any question and particularly for a proposition to be used in the contest debate we must be on the lookout for a simpler, easier, less drastic, solution than the one involved in the proposition. This means that for purposes of analysis we must ask ourselves such questions as: What other plans and solutions have been advanced by opponents of universal conscription? Would these plans be as quick and as thorough? Would these plans succeed in drawing manpower from non-essential industry to essential industry? Would these plans attract into the labor force, people not already in these industries? Would they solve such problems as simultaneous labor shortages in one area and labor surpluses in another? Are they a piecemeal and haphazard rather than a real solution?

Since it is not enough merely to decide that a proposal is needed and that it would work if it were put in-

to operation, our analysis should include questions on the basic and fundamental wisdom of the proposal in terms of the principles we live by. The first question here is whether or not conscription is in accord with our fundamental American principles and concepts of politics and economy? Is it in accord with our concept of freedom that every man be held available at his country's call to go where his government beckons in time of war? Is the adoption of this proposal in accord with our free enterprise system? If the government finds it necessary to operate industry completely in war time can we ever return to a free peace-time economy? Will the government readily relinquish its control of industry? If the government does operate industry will the effects of such operation be advantageous or disadvantageous to our industrial system not only for peace-time but for war time as well? What will be the effect on the worker and his rate of production if he is told where he must work? What does history show with respect to the relative production records of the free worker and the worker under government orders?

Always on a debate proposition there is one vital issue upon which throughout the season debate after debate will inevitably hinge. Usually it is a practical one in the area of hard figures and cold cash, as opposed to one in the area of theory and philosophy. On this proposition it will probably be the simple question of whether or not without conscription we can build the machines and supply the army to win World War III. If you can show that it cannot be done without conscription you can win debates—on the affirmative. This is the real vital issue and it is so because the attitude of the average American is that:

- (1) While we must win the war,
- (2) We should conscript only as a last resort. The sum of these two sums up the debate—so they are the key to the building of the case.

Mr. Don H. Murdock, immediate past president of Kiwanis International, will be banquet speaker at the Indiana High School Debater's Conference and Legislative Assembly, November 30 and December 1, 1951 to be held at Purdue University, Lafayette, Indiana.

COLLEGE HANDBOOK

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tics and political chicanery — perhaps it is—but that isn't going to help us in getting a debate case.

Is there really a need for controls? Is this a case of the old quarrel over freedom and paternalism? Should our economy be free, or bossed around by a governmental papa? Which is the more American, Liberty or Law? Well, you tell me, I don't know. I thought both were. As Americans we don't like law and restraint very well, but sometimes they are good for us—so there we are—still hunting a good reason for controls.

You perhaps wish I would quit stalling around and tell you. I wish I could, but I really don't know. I'm stumped, too. I admit it. Why must we have controls? Because that is the debate. And that is a punk answer. I admit that, too.

If you are tired of discussing need, suppose we switch to whether controls could be operated fairly and justly.

When we get through that, suppose we discuss whether controls are American or tyrannical, oppressive and unwise.

Maybe when we get through a discussion of these things we shall have arrived at a hint for a possible successful and convincing case for controls. When we get to that point suppose we proceed to answer the case, and we shall have our negative, and it will be time to get over to the debate.

Prof. Vernon Utzinger, formerly of Carroll College, Wisconsin, and more recently of Occidental College, Los Angeles, Calif., has joined the Speech staff of Pacific Lutheran College, Portland, Ore. Pacific Lutheran is now completing a new chapel-speech-music building at a cost of approximately \$625,000.

Prof. Elva Bramhall, former debate coach at Simpson College, Iowa, has accepted a position as speech correctionist at Snohomish, Washington.

Prof. E. E. Bradley, who directed debate in Oklahoma high schools and at the Oklahoma Panhandle A. & M. has taken the position of debate and forensics director at Denver University.

DEBATE TECHNIQUES

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is superior to the affirmative solution, the negative would win despite its admission of the first affirmative issue. If the negative offers a counterplan, it loses the presumption of the argument and assumes the burden of proof on the alternate solution. In addition to this, the negative must prove its counterplan not only equal but superior to the affirmative proposal.

The above illustration shows the importance of understanding the principles of the burden of proof. The affirmative team must establish each basic issue in its case. If the negative team can successfully overthrow any real issue, it should prevail.

A final word should be said in regard to the nature of burden of proof. It does not shift during the

course of the debate. The team that has it at the beginning of the debate holds it throughout the argument. It's true that a responsibility rests upon the negative to reply when the affirmative has presented a prima facie case, but this does not mean that the burden of proof has shifted. What does shift is the burden of rebuttal—the responsibility of going forward with the argument. Unlike the burden of proof, the burden of rebuttal shifts just as many times as the respective speakers advance arguments of sufficient merit to demand a reply.

It must be stated that it is possible for the affirmative team to maintain the burden of proof and still lose the decision of the judge. However, I am of the opinion that a team which shoulders its burden of proof satisfactorily will be far on the way toward winning the decision.

It's the Little Things That Count

By Malcolm Sillars

"The Counter Plan"

The high school and college debate questions for 1951-52 are out. By the time that you read this you will probably be working on your cases. This department is not going to try to tell you how to analyze these questions. In the College and High School handbook sections of the magazine you will find these analyses. However, it is not taking anything away from Professor Nichols and Professor Hellman to say that this year we are faced with two questions which will make good material for the use of negative counterplan. This is especially true of the College question. Since a permanent system of wage and price control is rather close to the status quo many negatives will want to find another solution to the inflation-deflation problem.

Some writers on the subject of counterplan view it as a poor substitute for any other plan since the negative must take on a burden of proof without the advantages of the last speech and a clear pre-debate knowledge of where the issues may fall. Added to this is the fact that to many teams the counterplan is a trick to be used only when they cannot meet the issues of a direct sup-

port of the status quo. Many teams use counterplans which are designed to confuse not communicate. All this being true, there will still be times when negative debaters honestly cannot support the status quo or even a simple modification of it. When this happens the negative must look for the solution which they think will solve the problem.

With this in mind I would like to point out a few general rules for the use of the counterplan which may help you to be a better alternate proposal debater and avoid the charge that you are resorting to trickery.

1. Select the plan for the worth of the argument not trickery. This point should not have to be mentioned. However, as was mentioned before, too many counterplans are designed to confuse. Before you undertake a counterplan be sure that you honestly feel that it is the best available solution to the problem. You can do yourself irreparable harm with other debaters and coaches if you give the impression that anything to win is your watchword.

2. Introduce your counterplan in the first negative speech. There are no hard and fast rules of debate. Some writers have written good sets of rules but these are not accepted

as the final word. However, there are a great many rules of debate which are pretty generally accepted. One of these is that the plan (affirmative or negative) must be introduced while the opposition still has one constructive speech in which to answer it. This does not mean that you must give minute details for the plan but you must give the general outline so that the affirmative knows your stand and can begin to draw a clash early in the debate.

3. Make your position definite early in the debate. Judges and audiences alike want to see a clash. The negative debater has two psychological strikes against him if he tries to hide the fact that he is introducing a counterplan with such phrases as, "Here is one proposed solution which is better than the affirmative proposal." It is true that inexperienced debaters will attack this and waste time on it. Some negative teams throw up as many as three straw counterplans and some affirmatives bite. The experienced teams, however, will force the negative to take a stand at a time when they will not be in a favorable position to take one. So make up your mind before the debate. Make your position clear immediately and stick by it.

4. Declare your self as to need early in the debate. Most affirmative debaters present their need in the

first speech. Some negative counterplans are based on the same need issues as the affirmative and some are not. If you are basing your plan on the affirmative need point this out early. Then you can debate on the comparison of the plans and no more has to be said about need. If you feel the affirmative has missed the real need you should point this out at once so that you can clear up your position. In either case the aim is to draw the clash as early and as clearly as possible.

5. Make the clash between plans the major issue. When the negative proposes a counterplan the clash almost always falls in a comparison of the two plans. When this is true you can draw the clash in the second negative constructive speech after the affirmative plan has been proposed. Sometimes this can even be done in the first negative constructive speech when the affirmative gives a brief outline of its plan in the first speech.

The counterplan has its dangers and your coach will undoubtedly point them out to you. But if you feel honestly that your counterplan is the best possible solution, use it. By following the simple rules given here and using some common sense you can overcome the disadvantages and make your alternate proposal debating more powerful and interesting.



EGBERT RAY NICHOLS, Jr.

public speaking conscientiously and with a sincere purpose in view, cannot fail to recognize the ethical decisions which must be made, whether these are pointed out to him directly or not. He will violate the ethical principles or follow them depending upon the strength of his motive and the end in view. Whether the end justifies the means or not is a question which is not solved here nor is it likely to be in the near future.

BOOK REVIEWS

Edited by Egbert Ray Nichols, Jr.

Public Speaking: Principles and Practice. Giles Wilkeson Gray and Waldo W. Braden. Harper and Brothers, Publishers, New York, 1951; 581 pp.

As the title indicates, this book is designed for a course in public speaking. It does not cover such related areas as reading, discussion, or radio technique. Consequently, the authors have been able to pack between the covers more solid information concerning the psychology, structure, and content of a speech than is usually the case.

The first six chapters are concerned with the speaker, his attitude, and the relationship with subject, occasion, and audience. The au-

thors discuss this relationship from the point of view of motivation, attention and interest, and goals. The following nine chapters develop the methods of organization, the types of speeches, and the selection and handling of content. Three chapters have been devoted to the use of language in the speech and four to the principles of delivery.

The rhetorical principles followed in this text are in the best tradition. They are developed logically and stated in clear, concise language. In their preface, the authors have indicated the ethical treatment which they have attempted to emphasize, and which they consider to be one of the unique characteristics of their book. Doubtless, anyone who studies

Fundamentals of Speech, David Guy Powers. McGraw-Hill Book Company, New York, 1951. 380 pp.

Mr. Powers' aim in preparing this book is set forth as follows: "This is a fundamental course in speech. It combines training in the four basic speech skills with public speaking, discussion, and the speech arts. Through developing skill in word usage, voice, articulation, and social sensitivity, it seeks to weld an expressive personality. Hence, the scope of the course is broad, the arrangement of material is cumulative, activity is the method, and effectiveness is the aim. Time is not spent in lecturing or in the analysis of the scientific aspects of speech. The student prepares his speech, outlines it, delivers it in class, reviews the results, indicates a plan for improvement, and prepares to repeat the process in the following projects. Activity reigns supreme."

The outstanding characteristic of

this book is the ability of the author to carry out the intention stated above, weaving the objectives of his past assignments into each succeeding one, making the student conscious always of the total speaking situation. The book is the product of a teacher who has digested thoroughly his philosophy of speech, explained it, and mounted it in a series of continually advancing assignments.

Mr. Powers has done an excellent piece of work in his three chapters on voice improvement. His explanation of the proper methods of making the sounds of the language, together with the line drawings demonstrating the articulatory process have rarely been done better. His chart of vocal characteristics clarifies the terminology of voice, explains the process, and suggests methods of improvement in as concise and effective a manner as has been developed.

Public speaking is considered under divisions based on the following ends: information, fellowship, persuasion, and deliberation. Textual instruction is provided as much through the use of adroitly chosen examples as through exposition of the principles. Some instructors would desire, undoubtedly, even more elaboration of the principles of organizing content, achieving emphasis through arrangement, and setting up the guideposts which direct the listener's attention through the speech.

The book divides about evenly between the fundamental skills and applied speech. As a result of placing the materials on social adjustment, semantics, and voice at the beginning, while withholding the methods of applied speech until the last, the author has confronted the student with about half his assignments before providing him with a pattern for speaking. The question arises, would the student gain by grasping sooner an understanding of the structure of a speech?

There have been many books issued under the title, "Fundamentals of Speech." Each has incorporated the specific views of its author as to the means of approach to an ancient and rather fixed set of fundamentals. The method set forth here is a good one and many teachers will be able to use it with excellent results.

Subsidies for Farmers. Compiled by Robert E. Summers. The Reference Shelf, vol. 23, No. 1. The H. W. Wilson Co., New York, 1951. 208 pp.

The evidential background of the intercollegiate debater who is studying the subject of wage and price control can be enhanced by a contemplative reading of this volume. The articles collected here, taken for the most part from technical experts in the field of agricultural economics, present an excellent discussion of the government's most outstanding experiment in controls.

Mr. Summers begins the study of the farm situation with a section explaining the overall problem of the farmer. He follows this with an examination of the role of prices in farm economics. This discussion in itself, from the standpoint of the debater, should be justification for the book even if it contained nothing more. The emphasis of the agricultural economist upon "price relationships" as they affect the farmer's profit is a concept that should not be overlooked by anyone seeking to justify or to demonstrate the shortcomings of a permanent system of price and wage control.

The terms "price supports," "parity prices," and "subsidies," all of them applied to government methods of regulation, do not have a clear-cut meaning for the layman, although he suspects that they have something to do with making produce cost more. Each of these government methods designed to stabilize farm prices receives attention as a separate division of the volume. A study of them will give the debater somewhat more than an elementary understanding of how these controls work to fix prices, how they affect production, and the manner in which price and production are interrelated.

Considerable attention is given to the Brannan Plan and the effect that a program of permanent price support might be expected to have upon the farmer and upon the economy in general.

This number of the Reference Shelf Series is well-planned and edited with an eye to stimulating the reader's interest by focusing it upon the critical problem of how the farmer is to be enabled to secure an adequate living without creating an

undue hardship for workers in the remainder of our economy.

The New Director of the Ohio High School Speech League

"Due to the assignment of other duties, Paul Carmack has relinquished the directorship, but not his interest, in the O. H. S. S. L. Pursuant to the procedure provided by the O. H. S. S. L. Constitution, Jack B. Cullen has been appointed as the new Director of the League. He was appointed by Ohio State University Speech Department Chairman, W. Hayes Yeager. Mr. Cullen has had experience with the speech work in Ohio High Schools as a teacher in Columbus-East High School, as an N. F. L. Speech Director, as a member of the Executive Committee of O. H. S. S. L., as a member of the program committee of the Ohio Conference for Speech Education, and as president (immediate past) of the Ohio Association of Secondary Teachers of Speech. He is a member of the Speech Staff of O. S. U. and is working on the doctoral program in speech."

"I have enjoyed my five years as director of O. H. S. S. L. and do not wish to discontinue my interest in any degree in the work of the League. The support given to me by the speech teachers and principals of Ohio has made the work of the League very pleasant. It is a hard working group of people who have achieved nation wide respect for the results of their teaching of speech. The 38 years of its existence has seen the League grow from a small group of schools to a rather complete coverage of state membership in 10 speech activities.

"I am sure you will give Mr. Cullen the same support the League has received in the past and that the League will continue expansion in its good work."

PAUL CARMACK,
—From Ohio H. S. Speech League Newsletter.

John W. Ackley, Coach at San Diego State College has been seriously ill recently, and was unable to accompany his team to the Los Angeles City College Tournament at the end of October. C. C. Cunningham formerly of Northwestern University and now at San Diego State stepped in and took Ackley's place at the early forensic meets.

Speech Activities Talks About Itself

This magazine changed its name from the Debater's Magazine because we felt that the new name included a broader field. We have not ceased in any way to recognize that interscholastic and intercollegiate debating is, perhaps the major speech activity, and to give it that position of importance.

Discussion — Our magazine has not failed to give importance to a new activity which some Speech teachers have urged as a substitute for debate. That was because we realized that there was value in this new activity — not because we thought it should supplant debate. In our judgment that would be a silly move. You can discuss without debating, but you cannot debate without discussing. Debate always has and always will make use of discussion. Many of the advocates of discussion have not recognized this fact fully.

Because you can discuss without debating—that is what they propose to do. They want to eliminate debate. They feel that there is something in debate that is harmful. It is true that debate thrives upon difference of opinion and interpretation of the facts. Debate emphasizes difference and opposition—they assume that discussion emphasizes

agreement and unity of opinion. They assume that what we need is agreement and unity. They do not see that we in a democracy need ever to differ or to fight over the ways and means of doing things. All we need to do, they say, is to discuss and agree, and everything will be lovely—there will be no conflict, no disagreement, no argument.

Another reason they fear argument is that many persons cannot argue without losing their tempers, their intellectual balance and control. They get angry. It is true that Congressmen and Senators have actually had fist fights and worse. But it is also true that honest, political debate has become so organized that it is a sport of gentlemen. Intercollegiate and interscholastic debates are conducted upon that plane. They are not a matter of personal dispute, and they do not result in fist fights or lasting enmity.

Academic debate is a sport. It proceeds under rules and regulations much like a game. It has grown up alongside athletics, which also once had its troubles with fist fights, before it attained a measure of sportsmanship. Nowadays an academic debate is carried on in a dignified, sportsmanlike way. No one loses his temper or grows angry. So this fear or the human element of

temper in debate is not a justifiable excuse for opposing debate.

There is another reason why some minds oppose debate. They want to be right always; they want always to be superior and unquestioned. Debate gives too much opportunity of showing them up intellectually, of proving that their ideas are wrong. Some people cannot be wrong, or even mistaken—it disrupts their ego too much—it is an unbearable situation and cannot be endured. Therefore, away with any method that could make them uncomfortable.

Another reason against debate is akin to the one just discussed. The fact that some persons must always be right is the reason that they cannot submit to an argument that might show them to be in the wrong. Many of us have long felt that much of the sentiment against having debate in a college arises from the fact that some minds cannot take defeat gracefully, and not being gifted in the science of argument have to take defeat too often. This is uncomfortable — so away with debate.

The conclusion we reach is that there is nothing wrong with argument and debate, but that there is plenty wrong with people, especially certain types of mind.

Briefs, News Notes and Personals

We congratulate our colleague, Prof. William R. Parker on the appearance last month of his new book —Pathology of Speech — from the press of Prentice-Hall.

Holt Spicer, one of Redlands' West Point Champions of last spring,, has been student assistant in Speech at Redlands this year and is directing the Lower Division debate teams.

Prof. Charles E. Weniger, Chairman of the Department of Homiletics and Speech at Seventh Day Adventist Theological Seminary, Washington, D. C., is on leave this semester to conduct two speech institutes for clergymen in New Zealand and Australia. Prof. Weniger was formerly at Angwin, California.

The Forensic of Pi Kappa Delta features in its October issue the three Pi Kappa Delta teams rating

highest at last spring's West Point Tournament. 1st. Redlands, 2nd. Emporia (Kans.) State Teachers, and Baylor University, Waco, Texas, semi-finalist defeated by Emporia. Charles Masten, Coach of the Emporia State Teachers has been seriously ill this autumn, and his fellow speech teachers at Emporia have been carrying on his work. He hopes to be able to return to his work the second semester.

"Do Americans have a code of morals?" is to be the topic of the Northern California Intercollegiate Forensic Association in their beginning discussion of the season over KCBS, San Francisco. Students from Stanford, St. Mary's College, and San Jose State Teachers will comprise the first panel. The moderator will be Michael Griffin of the Speech

Department of the City College of San Francisco.

Lloyd R. Newcomer, coach of the University of Hawaii debaters is planning a trip to the continent as the highlight of the 1951-52 debate season. Visitors will be entertained in debates at Honolulu as usual however, during the season.

The Fourth Annual University of Illinois, Chicago Division, Freshman-Sophomore Debate Tournament will be held at the Chicago Undergraduate Division on November 30 and December 1. Four rounds of traditional debate will be held on Saturday, Dec. 1. Parliamentary debating will begin at 3 p. m. Friday. The topic for the traditional style is the national proposition of wage and price control; the topic for the par-

liamentary debating is: Resolved, that the United States should make the atomic bomb available to the United Nations for use against aggressors. Entries should be sent to Dr. Wayne N. Thompson, Head, Speech Staff, Chicago Undergraduate Division, U. of Illinois, Navy Pier, Chicago 11.

The Santa Barbara Speech Events meet held Nov. 9 and 10 on the campus of the state college under the direction of Prof. Upton S. Palmer was well attended and a profitable time was had by the coming generation of Speech Contestants. Many of them did very well indeed as a large number of Excellent Rating Certificates were awarded, and a respectable number of Superior ratings as well were handed out. The large number of high ratings in Oratory is especially pleasing this early in the season and speaks well for coming contests at future tournaments. The large and enthusiastic attendance of the junior colleges and the remarkable showing their contestants made was also a very pleasing feature of the Santa Barbara Meet.

The Northern and Southern Calif. championship debaters representing Ripon High and Alhambra High met in debate on the season's conscription for essential military services before the semi-annual convention of the Junior Statesmen of California meeting at Santa Barbara, California, Nov. 9th. The debate was broadcast over KTMS on Saturday, Nov. 10 from a tape recording. The debate was won by the Alhambra debaters. Their coach is our friend J. Edmund Mayer, who has a habit of developing winning debate teams. The debaters were: Janet Owens and Grace Migliore representing Ripon, and Barbara Opdale and Tom Holland, representing Alhambra. The Santa Barbara High School was host to the event. Our summary of this debate is taken from the Santa Barbara News-Press of Nov. 9, which gives an extended account of the debate.

Prof. Waldo Braden has recently been promoted to the rank of Professor of Speech at Louisiana State University, Baton Rouge.

Jack Roberts, alumnus of Redlands, is teaching Speech and coaching Forensics at Cozad High School, Nebraska.

DIVISION OF DISCUSSION

Continued from Page 115

high claims originally made for it.

Where the cause lies is the problem. Those who dislike contests as such will assign it to the contest situation. This can be explored by a careful evaluation of intercollegiate discussion on a contest and non-contest basis. Those who depreciate the current emphasis on discussion will find the cause of these criticisms in the form itself. Some may (probably rightfully) lay part of the blame on the forensic coaches. Some may feel that in their section of the country or in their opinion this criticism is exaggerated.

The problem is with us; let us arrive at an effective solution.

CENTRAL OHIO DEBATE CLINIC

Ohio State University, Dec. 8, 1951

The annual Central Ohio Debate Clinic will take place Saturday, December 8 at Ohio State University. As in the past, there will be a demonstration debate between Wooster and Ohio State debate teams followed by a critique by a well known college debate coach. There will then be a luncheon program. The afternoon will be devoted to two rounds of practice debates between the high schools present. A program will be sent to all Central Ohio Schools within the next few weeks.

WASHINGTON STATE COLLEGE

Continued from Page 119

not complete without an appreciation of the man under whose direction it has grown up and flourished. Professor Veatch began his work as a director of Debate and Speech Contests at South Dakota Wesleyan, Mitchell, S. D. While here he attended the first Debate Tournament held at Winfield, Kansas, and conceived the idea of such a tournament at the National Pi Kappa Delta Convention. After one of the most terrific mud-bath auto trips to the National Convention at Peoria, Ill., he proposed his idea and managed to get the consent of the order to its trial first at the Estes Park Convention.

He attended this convention as a member of the staff of Speech at the Westwood branch of the University of California where he, along with Charles A. Marsh developed a formidable forensic squad. From here

shortly after Professor Veatch transferred to Washington State College, Pullman, where he has taught since. His record there is indicated in this article on Washington State:

At the seventh national Convention of Pi Kappa Delta, held at Tiffin, Ohio, April 3-5, 1928 he was chosen National President of Pi Kappa Delta. Veatch's Administration was as efficiently conducted as his debate and forensic directing, and he is climaxing his long years of service to Pi Kappa Delta with an invitation to hold its next National Conclave at Pullman, Washington.

NEW ENGLAND FORENSIC CONFERENCE

The Second Annual New England Forensic Conference Tournament was held at Dartmouth College on April 13 and 14. Prof. Herbert L. James of the Speech Department was host.

The results of the Tournament, as announced by Prof. Austin J. Freely, Boston University, President of the NEFC, were as follows:

Winner in debate: The University of Vermont over Bates College; Winner in Extemporaneous Speaking: Bruce Stargatt, University of Vermont; Winner in Oral Interpretation: Frank Toste, of Rhode Island State. Awarded Certificates of Excellence in Debating for achieving a high rank on the quality rating scale: Bates, Vermont, Harvard, Smith, Dartmouth, Wesleyan, Boston, Gordon, Maine, and Rhode Island.

OUR NEXT ISSUE

In our March issue, we plan to carry the results of the SAA Convention at Chicago in Dec. 1951, concerning changes in high school debating, proposed and waiting action, and also the new subject proposed for next season's debate.

In case the agitation for changes in college debate procedure are taken at the SAA Convention, this will also be reported.

Also we hope to obtain the manuscripts of some of the convention sections on debate for publication in future issues.

The Oxford (England) debaters finish an extended tour of the eastern section of the country with a final debate at Norfolk, Mass., Dec. 20.

Western Speech

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foreign experiences with this problem. Can you uncover in your research reliable precedents for your proposal?

10. What mechanisms or agencies exist today to cope with the problem? It is virtually impossible either to defend the status quo intelligently or to indict the present system for its inadequacies without initially making a careful inventory of existing agencies, their functions and accomplishments. Debaters should familiarize themselves with the following: Regulation W and Regulation X of the Federal Reserve Board, credit operations of the Federal Reserve System, wage and price authorities under the Economic Stabilization Agency, bases of the federal tax system, the National Production Authority, the Commodity Credit Corporation, the National Labor Relations Board, etc.

11. Do you discover in the above analysis maladjustments that are inherent in our present economic

system? If so, are these shortcomings likely to produce progressively more serious effects? Can they be removed by any method other than a permanent program of wage and price control?

C. Criteria

12. What is the goal of your proposal? Is it economic stability, prevention of runaway inflation, full employment, greater and more widely shared real income, or a combination of these and other ends? Then, with what level of attainment would you be satisfied? For instance, must the plan prevent inflation or is it enough to mitigate it? Perhaps Charles E. Wilson had this distinction in mind when, in July, 1951, he asked: "Inflation is checked — can it be stopped?" Formulate precisely the objectives of your recommended program.

13. Can the program be administered both efficiently and justly? Are these goals compatible? It will be recalled that Nazi Germany had a highly efficient system of wage and price control. What are the essentials of an effective and democratic wage and price program?

14. Is the proposed plan consistent with the principle of equality of sacrifice? That is, are the burdens of the program distributed fairly and in accordance with capacity to bear them among segments of our economy—labor, agriculture, industry, etc.?

15. Should we devise a plan that would be reasonably certain of adoption? Or should we be satisfied with an initial step, a beginning? Is your proposal practicable? What are the requisites of an economically feasible and a politically acceptable plan?

16. What other criteria can you think of?

D. Nature of the Proposal

17. What form should this plan for a permanent program of wage and price control take? What would be the nature of federal activity, and subsequent Congressional action, necessary to formulate, establish, finance, and administer such a program?

18. How is it to be administered? What administrative machinery is required to supervise the earnings of approximately forty million wage workers and the prices of millions of products? Could some phases of the plan be handled by existing govern-

mental departments or offices? What representation will be accorded labor unions, agriculture groups, industrial organizations, consumer agencies, etc.? How many of these details may be bypassed legitimately in a proposition of policy?

19. Under this proposal, what will be the status of agencies and programs now in operation—the Economic Stabilization Agency, the Office of Price Stabilization, the Wage Stabilization Board, the farm parity program, related operations of the Federal Reserve Board, and countless others? What will be the role of trade unions, and how might wage controls affect their functions in wage determination?

20. How and by what standards shall wage and price policy be achieved? Do studies by competent economists supply an answer to this question? Many authorities claim that a precise "formula" is exceedingly difficult, if not almost impossible, to devise. What are the ingredients of a responsible national wage and price policy?

21. By what means can effective enforcement of controls be insured? Previous price control agencies have, for example, encountered numerous manipulations—variations in quality, size, shape, variety, etc. of goods—designed to nullify the intent of their orders. What penalties could be levied against violators to encourage cooperation?

22. Will wage and price control accomplish the objectives advanced in your case? To attain these ends, need you embrace other types of controls: priorities, allocation, rationing, subsidies, credit limitations, conscription of labor, etc.? Must your proposal be buttressed with additional stabilization mechanisms, or is it, singly, capable of significantly alleviating your problem?

E. Relative Merits of the Proposal

23. How well does the plan of permanent wage and price control meet the needs indicated in items 5 to 11?

24. Would this plan satisfy the criteria listed in items 12 to 15?

25. Are any of the methods suggested by items 9 and 10 superior to permanent federal wage and price control?

26. Can you think of any plan that would correct or alleviate the problems outlined in items 5 to 11 more successfully than could a permanent program of wage and price control?

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